



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

Program Assessment Submission Checklist

Use a separate checklist for each program submission
(i.e. School Counseling, Clear Administrative Services, Multiple Subject, etc.)

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Program (specify delivery Models i.e. intern)	Educational Leadership and Administration Program (Preliminary, Intern, and Clear Administrative Credentials)
<input type="checkbox"/> <i>Read Me</i> file or other description of the materials submitted	
<input type="checkbox"/> Program Narrative	
<input type="checkbox"/> Course syllabi for two most recent years, or other evidence of the content of the program	
<input type="checkbox"/> Assessment tools reported on in the Biennial Report	

Submission Options:

- 1 CD/flash drive and this completed check list (printed or saved on CD/flash) mailed to:
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811
ATTN: PSD Program Assessment
- Post on a web site with access for on-line review
- Email submissions to programassessment@ctc.ca.gov (attachments larger than 10MB must be broken into multiple emails, and zipped files cannot be accepted through the CTC mail server).

Formatting Suggestions:

- MS Word or PDF document
- 12 pt. Times New Roman or Arial font
- Hyperlinks from narrative to attachments (syllabi, assessments) and back to the specified point in the narrative
- Bookmarks (available in PDFs only) are very useful to readers

FRESNO STATE - POWERING THE NEW CALIFORNIA



Educational Leadership and Administration Credential Program

Program Assessment

Kremen School of Education and Human Development

CALIFORNIA STATE UNIVERSITY, FRESNO

**Prepared for
Institutional Review by the**

California Commission on Teacher Credentialing (CCTC)

and the

National Council for Accreditation of Teacher Education (NCATE)

Document revised Fall 2010

California State University, Fresno

Educational Leadership and Administration Program

**Program Assessment for the
California Commission on Teacher Credentialing
for continuing accreditation of a program leading to the**

***Preliminary Administrative
Services Credential***

***Preliminary Administrative
Internship Credential***

***Clear Administrative
Services Credential***

November 2010

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Directions for Readers

This report is comprised of four sections:

Section One is the program's response to the Program Standards. The Program Standards are in blue, the program's responses in black. The *preconditions* are included in this section.

Section Two contains the expanded syllabi for each course in the program. The expanded syllabi detail the course objectives, readings, topics and activities for each lesson. Full descriptions of each course assignment are also provided.

Appendices and Section Two are hyperlinked to the Program Standards of Section One. Section one reports where and how the program meets each standard. Section Two and Appendices provides the supporting evidence of how each standard is met.

This document is in PDF format. Please note that the back arrow in the tool bar will enable the reader to easily go back and forth between the Program Standards and the supporting evidence. Click on bookmarks if you would like the table of contents to appear on the side bar.

Section Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program's 2010 Biennial Report.

Section Four contains the appendices for the Preliminary, Internship, and Clear Credential Programs.

Section One – Response to Standards

***Preliminary Administrative
Services Credential***

***Preliminary Administrative
Internship Credential***

Preconditions

General Preconditions Established by the Commission

Pursuant to Education Code §44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution of higher education that

(a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting bodies, and

California State University, Fresno, is fully accredited by the Western Association of Colleges and Schools.

(b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. This provision does not apply to alternative (non-university based) programs, however, such programs must include in their program proposal verification of the entity's governing board's approval of sponsorship of the program.

California State University, Fresno grants both baccalaureate degrees in over 50 areas and over 40 postbaccalaureate degrees, including a Master's Degree in Education.

- (2) **Responsibility and Authority.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution or sponsoring agency shall provide the following information:

(a) Identify the position within the entity's organizational structure that is responsible for the ongoing oversight of all credential preparation programs offered by the entity (including credential programs offered by the extension division, if any).

The Dean of the Kremen School of Education and Human Development (KSOEHD), who reports directly to the Provost and Vice President for Academic Affairs, is the chief academic fiscal and administrative officer in the School. In this capacity the Dean is responsible for ongoing oversight of all credential preparation programs offered by California State University, Fresno. The Dean also can serve as director of Teacher Education for the university or, in consultation with the Provost, may appoint an individual to serve in this position.

(b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the entity. If

a reporting relationship is indirect, describe levels of authority and responsibility for each credential program.

The Director of Teacher Education, who can also be the Dean of the KSOEHD or who is appointed by the Dean in consultation with the Provost, is delegated full responsibility by the President and by the Provost for administering the laws and policies for all credential programs offered at Fresno State. Serving in this capacity the director is to serve as liaison with all local, state, national, and international agencies with bearing on the credential programs. The managers who coordinate each credential program offered by the institution are titled Program Coordinators. The Program Coordinator is responsible for all academic functions of the program which he/she coordinates.

- (3) **Personnel Decisions.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

California State University, Fresno makes all personnel decisions without consideration of differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include such areas as admission, retention, or graduation of students, as well as decisions regarding the employment, retention, or promotion of employees.

- (4) **Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Not applicable. All programs have been granted initial program accreditation. Additionally, the Educational Leadership and Administration Program is one of the largest graduate programs on our campus with anywhere between 100-200 students enrolled.

- (5) **Practitioners' Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

The program proposal includes verification that practitioners (school superintendents, principals, and other educational leaders) have participated actively in the design and

development of the program's philosophical orientation, educational goals, and content emphasis.

- (6) **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all applicable standards of program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the entity will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within the four years of the initial enrollment of candidates in the program, and (b2) that the program sponsor will respond to all requests for data regarding program enrollments and completions within the time limits specified by the Commission.

All applicable standards of program quality and effectiveness have been reviewed and incorporated into the program design. The Educational Leadership and Administration Program welcomes an evaluation and any reviews of particular aspects of the program and pledges full cooperation at all times.

- (7) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the entity must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

The Kremen School of Education and Human Development and the Educational Leadership and Administration Program have cooperated in the past and will continue to fully cooperate and respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission

General Preconditions Established by State Law

- (8) Instructor Participation.** Each instructor who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*

All full-time and part-time faculty who teach a professional methods course or administrative methods document that they have actively participated in a public school and classrooms within the past three years. All instructors in the Educational Leadership and Administration Program are extremely active in the local public schools as indicated in several sections of this program proposal.

Following are the names of all full and part-time instructors and their roles and/or activities related to the public schools that they participate in on a regular basis.

(See next page.)

Instructor Participation

Name of Instructor	Full or Part Time	Role/Activities
Sharon Brown-Welty, Ph.D.	Full	Leadership coach, Member Hanford Elementary District Alternative Governance Board
Virginia Boris, Ed.D.	Full	Co-Director CVELI, Leadership coach, Professional development consultant
Walt Buster, Ed.D.	Full	Director of CVELI, Leadership coach
Linda Hauser, Ph.D.	Full	Leadership coach, Curriculum developer/Facilitator for district/university networks, Prof. devel. consult.
Ken Magdaleno, Ed.D.	Full	Leadership coach, Director CALSA mentoring program
Ron Unruh, Ph.D.	Full	Program evaluator for numerous current educ. projects
Donald Wise, Ph.D.	Full	Leadership coach, Member Hanford Elementary and Sanger Unified Alternative Governance Board
Terry Allen, Ph.D.	Part	Former principal, Educational consultant
Phil Black, Ed.D.	Part	Director of Research of Visalia Unified
James Bushman, Ed.D.	Part	Headmaster of University High School
Elaine Cash, M.A.	Part	Leadership coach, Educational consultant
Michael J Giovannetti, Ed.D.	Part	Former superintendent, Director Renaissance Group for teacher preparation
Don Goodyear, Ph.D.	Part	Former college president, Educational consultant
Corey Greenlaw, Ed.D.	Part	Director of Evaluation of county schools
Kim Mecum, M.A.	Part	Director of Human Resources Fresno Unified
Debbie Parra, Ed.D.	Part	Director of Instruction K-6 Clovis Unified
Cheryl Rogers, Ed.D.	Part	Assistant Superintendent, Clovis Unified
Julie Severns, Ed.D.	Part	Director of Leadership Development Fresno Unified
Tracy Smith, Ed.D.	Part	Elementary Principal Clovis Unified
Dennis R Wiechmann, Ed.D.	Part	Director of Alternative Education, Sanger Unified

(9) California Basic Educational Skills Test. In each program of professional preparation, applicants for program admission shall be required to meet the Basic Skills Requirement. The entity shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252(f) and 44225(n).*

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to meet the Basic Skills Requirement prior to assuming intern administrative responsibilities. Reference: Education Code Section 44252(b).

The Kremen School of Education and Human Development requires all credential applicants to take the CBEST prior to admission to a program. Basic Credential programs require a minimum passing score (41) in both the Reading and Writing subtests. All parts of the CBEST must be passed as a condition for enrollment in final student teaching.

For Administrative Services Credentials and Internship Programs, applicants must provide evidence of having passed all parts of the CBEST as a condition of admission.

Students are informed about the requirement through orientations, program applications, and statements in the catalog. Compliance is verified by the Admissions Technician and/or Program Coordinator.

Students who fail to pass all sections of the CBEST have a variety of options available to them for assistance. These options include: academic advising from faculty; student study groups; CBEST preparation manuals and/or classes available Fresno State and surrounding community college sites; and the use of the Office of Services for Disabled Students for testing, instruction and technical support for qualifying students.

(10) Certificate of Clearance. An entity that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until a candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320(d)*

For Internship Programs: The Certificate of Clearance must be obtained prior to assuming intern administrative responsibilities.

All basic credential applicants to the KSOEHD are required to verify that they have made application for a Character Identification Clearance as a condition of admission. Proof of a valid Certificate of Clearance or a current credential issued by the Commission on Teacher Credentialing must be verified prior to commencement of field experience responsibilities for any program. Compliance is verified by the Admissions Technician and/or Program Coordinator.

Specific Preconditions Established by the Commission for the Preliminary Administrative Services Credential

Each program of professional preparation that leads to the issuance of a Preliminary Administrative Services Credential shall adhere continually to the following requirements of California State laws.

(11) Prerequisite Degree and Credential. An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree. *Statutory basis: Education Code Section 44270(a)(1).*

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(1).

Students admitted to Fresno State must qualify for admission to the credential program. The Graduate Admission requirement for admission states: "... a student shall: (1) have completed a four year course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association...".

Applicants for the Preliminary Administrative Services Credential and the Administrative Intern Credential must provide a copy of a basic Teaching Credential as part of the admission process.

(12) Experience Requirement. An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified experience of a minimum of three years of successful, full-time classroom teaching in public or private schools; or three years of experience appropriate to the services credentials listed in (11) above; or three years of experience with a designated subjects credential. *Statutory basis: Education Code Section 44270(a)(2).*

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall determine that each candidate who is admitted into an Internship Program has verified experience of a minimum of three years of successful full-time teaching or services as described above prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(2).

Preliminary Administrative Credential Program requirement #2 outlined in the general catalog of California State University, Fresno, states that the candidate must: "Verify three years of successful full-time teaching experience or three years of pupil personnel experience in public schools, or in private schools of equivalent status. This is verified by the Admissions Technician and the Program Coordinator as part of the credential application process."

Admission requirement #4 to become an Administrative Intern indicates that the candidate must provide evidence of three years successful teaching experience. This requirement is verified by the Internship Agreement signed by the intern and the employing district. Additionally, this requirement is verified by the Admissions Technician and the Program Coordinator as part of the credential application process. (Please see [Appendix 3](#), Administrative Fieldwork and Internship Agreement)

Preconditions Established in State Law for Internship Programs

For initial and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law:

Bachelor's Degree Requirement. Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Section 44453.

Per section 12 above, this requirement is verified by the Admissions Technician and the Program Coordinator as part of the credential application process.

Supervision of Interns. In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. (Reference: Education Code Section 44462.) Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

The Educational Leadership and Administration Program does not require a reduction of salary of administrative interns. Supervisors are assigned by the district office of each district and in most cases are the principal or vice-principal of the school in which the administrative intern is in an administrative position. The university works with the district to ensure that the supervisor selected has adequate successful experience as an administrator and is cognizant of the demands for intensive support and collaboration during the internship experience. As noted in the response to question 8 regarding instructor participation, the Educational Leadership and Administration Program assigns intern supervision to faculty members who have had successful experience as an administrator and also have current experience working with administrators in the local school district. Please see [Appendix 3](#) for the Administrative Fieldwork and Internship Agreement signed by each district and the Educational Leadership and Administration Program. Further information is available in the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments guide ([Appendix 2](#)).

Assignment and Authorization. To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. (Reference: Education Code Section 44454.) The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). (Reference: Education Code Section 44458.)

The Educational Leadership and Administration Program utilizes the agreement mentioned above and also requires the participating school district to prepare and sign two documents: The Administrative Intern Agreement and the Administrative Intern 6-point letter, which may be

found in [Appendix 4](#) and [Appendix 5](#). The purpose of these two documents is to further clarify the requirements and responsibilities of the participating school district, the Educational Leadership and Administration Program, and the administrative intern.

Participating Districts. Participating districts are public school districts or county office of education. Submissions for approval must identify the specific districts involved and the specific credential involved. (Reference: Education Code Section 44321 and 44452.)

Please see the response immediately above referencing two documents which identify the district and the specific credential involved ([Appendix 4 and 5](#)).

Specific Preconditions Established by the Commission for Internship Programs

For initial and continuing accreditation, participating districts and universities must adhere to the following requirements established by the California Commission on Teacher Credentialing.

Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

Please see the response immediately above referencing two documents which identify the district and the specific credential involved ([Appendix 4 and 5](#)).

Justification of Internship Program. Where an institution submits a program for initial and continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

The Central Valley of California has many school districts that at one time or another experience shortages of qualified credentialed personnel to take administrative positions. In 2007, for example, the Educational Leadership and Administration Program had over 30 administrative interns working as administrators throughout the Central Valley while the requirements for the Preliminary Administrative Credential Requirements were being completed. At present, this number has lowered, partially due to the fact that the Educational Leadership and Administration Program has prepared over 500 educators who hold either the Certificate of Eligibility or the Preliminary or Clear Administrative Services Credential. Another reason is that school districts in difficult economic times are hiring as few administrators as possible and/or current administrators are not retiring at the normal rate. In any case, the need remains for large numbers of administrative interns to fill the needs of the over 100 school districts that are served by the Educational Leadership and Administration Program of Fresno State.

**Standards of Quality and Effectiveness for Preliminary
Administrative Services Credential Programs**

Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs

Category I

Program Design, Coordination and Curriculum

Standard 1: Program Design and Rationale

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings – that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

For internship programs:

The design makes allowance for the fact that interns do not have all of the theoretical background desirable for successful service at the beginning of the program. The program shall ensure that interns have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns enrolled in the program.

Program Planning Prompts:

1. The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theories and are designed to address the needs of prospective administrators enrolled in the program.

The mission of the Educational Leadership and Administration Program of California State University, Fresno, is to ***prepare credible and relevant leaders in education***. With that mission clearly in mind, the program strives to prepare candidates with the skills and experiences necessary for the Central Valley of California and for educational leadership position anywhere in the world. That is, the skills and experiences taught in the program are those acknowledged in the literature of the field of educational leadership, but also tailored to meet the needs of the cultural and linguistic diversity of the Central Valley. Our mission embodies what we believe

our work to be; that of preparing candidates to be leaders of teaching and learning that is relevant to the dynamic and diverse needs of our schools today. High expectations for our preparation program and for our candidates leads to credibility for the program and for our graduates.

Theoretical Foundations

The design of the Educational Leadership and Administration Program of CSU Fresno is based on current research in the arena of educational administration and leadership. Research in the field, from the recent Wallace Foundation study on leadership, *Investigating the Links to Improved Student Learning* (Louis, Leithwood, Wahlstrom, & Anderson, 2010), the work of McRel (*Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement* by Waters, Marzano, & McNulty, 2003, as well as Marzano, Waters, and McNulty's *School Leadership that Works*, 2006, which explains first and second order change characteristics in education and how to influence them; other research by Leithwood and colleagues (2003, 2004, 2008), the well-known Stanford study (*School Leadership Study: Developing Successful Principals*, by Davis, Darling-Hammond, LaPointe, & Meyerson, 2005) informs our work, as do theorists (Michael Fullan's *Leading in a Culture of Change*, 2001 and *Turnaround Leadership*, 2006, among others <1993, 1999, 2003>; Douglas Reeves' *Leading Change in your School*, 2009; Rick DuFour and colleagues many works, <2004, 2006, 2008, 2009>; Ubben & Hughes, 1997; and others) who point to the need for educational leaders to be prepared not only to manage, but to be leaders of the process of teaching and learning. Upon this basic foundation, of managing and leading the teaching and learning process, the Preliminary Administrative Credential Program has been designed and recently refined.

Much of the core foundation was constructed several years ago. In a previous iteration of our program, we took part in the Danforth funding grant to provide a program focusing on instructional leadership. That program design was based largely on the report of the National Policy Board for Educational Administration (1989), which recommended "that a common core of knowledge and skills in preservice programs be defined to include the following: societal and cultural influences on schooling, teaching and learning processes and school improvement, organization theory, methodologies of organizational studies and policy analysis, leadership and management processes and functions, policy studies and politics of education, and moral and ethical dimensions of schooling. The content of these areas is to be grounded in the "problems of practice" and supported by an increased emphasis on clinical experiences" (National Policy Board for Educational Administration, 1989, p. 32).

The previous design and the present program design also recognize that leading and managing are both important in school administration and the two are actually interrelated. "While leadership may describe dynamic efforts, such as translating into action a vision for the organization, creating change, and developing new policies, management emphasizes a supportive status quo to provide people stability and balance in the workplace so they can work in relative comfort" (Achilles, Keedy, & High, 1994, p. 32). Despite the importance of both the leadership and management functions, the program design has deliberately chosen to emphasize the role of instructional leadership, which literally means, "a leader of the instructional process", implying specific and practical knowledge of how to improve instruction in each classroom with each teacher. Instructional leadership also implies that the school leader can no longer manage

the school from the office. The leader must spend considerable time in classrooms helping teachers to continually improve their instructional skills (Creighton, 1999).

The works of Murphy (1992, 1999, 2007) and Leithwood and colleagues (1995, 1999, 2008, 2009, 2010) reporting the need for change in preparation programs have had a strong influence on the way the Educational Leadership and Administration Program faculty at California State University, Fresno see their work. Lunenberg and Ornstein's (1999) essays in *Educational Administration: Concepts and Practices* is another work that has influenced our program design. Yet other influences include Murphy and Datnow's (2003) *Leadership Lessons from Comprehensive School Reforms* (2003) and Starrat's (2003) *Centering Educational Administration: Cultivating Meaning, Community, Responsibility* (2003). Additional resources used in the program design include the membership and attendance by faculty members at the conferences and sessions of the University Council for Education Administration (UCEA), the National Council of Professors of Educational Administration (NCPEA), the California Association of Professors of Education Administration (CAPEA), the California Association for Latino Superintendents and Leaders (CALSA), the American Educational Research Association's (AERA), and the Association for California School Administrators (ACSA). One of our faculty members serves as the current president of CAPEA, another serves as director of CALSA's statewide mentoring program (and also designed the mentoring program currently in use) and almost all faculty members are active members or in leadership positions in two or more of these scholar/practitioner organizations. Many faculty members present and/or publish at the annual conferences and in the journals of these organizations.

Perhaps most importantly, our faculty members consider themselves as "engaged academia" in which they are actively involved in working with local school districts. The Central Valley Educational Leadership Institute (CVELI) is the prime example in which the director and co-director are both faculty members and over three fourths of our program faculty serve as consultants, coaches, and presenters to the over 30 local school districts affiliated with CVELI.

Other writings have contributed to the design and elements of our preparation program. While there are many authors and writings that continually inform our work, there are some whose influence has been seminal in guiding us. For example, Covey's (1991) tenets of principle-centered leadership provide one anchor for our preparation work. Kouzes and Posner (*The Leadership Challenge*, 2002, 2008) built upon that conceptual base stating that credibility is the foundation of principled leadership. Another is Robert Greenleaf (1996) who first proposed the philosophy of servant leadership in his first book in 1977 and also in his later writings through 2003. Greenleaf speaks authoritatively of servant leadership being moral leadership in which leaders continuously model and engage in ethical professional practices. Fullan (2003) in his book, *The Moral Imperative of Leadership*, wrote eloquently of the need for moral purpose in leaders. Bennis (*On Becoming a Leader* and others, 1989, 1994, 2008), Sergiovanni (1992, 2007), and Hodgkinson (1991) are yet others lending voice to the need for moral and ethical leadership.

Glickman (2010) writes of the need to move to a "cause beyond oneself" to bind a school culture to its basic underlying foundations, while Senge (1994) noted that "enrolling" people in the institution's basic purpose goes far beyond having them "buy-in". Deal and Peterson (*Shaping*

School Culture, 1999, 2009) have written of the need to form strong school cultures around common beliefs, traditions, ideals, and support systems. Collins (2001), in his popular book, *Good to Great*, makes a case for a strong yet simple belief system. DuFour's *On Common Ground* (2005) helps us understand the need for all students learning and all teachers working together.

Gardner's (1993, 2006) multiple theories of intelligence helps us to understand that all of us have diverse learning strengths and that educational leaders must seek means to effectively meet ALL students needs. Darling-Hammond (1997) helps us to understand that learners have different capabilities and learning modes. The National Staff Development Council provides standards for professional development which utilize adult learning principles to maximize the learning of educators.

Bennis (2009) guides us to the basics of sound, principled leadership, while Sergiovanni (1996) calls for *visionary* leadership which is more democratic than past models and involves a greater breadth of stakeholders. Glickman has been a veritable spokesperson across the nation in countless presentations and writings about democratic schools and school leadership. Goodlad (1984 and 2004), in his famous book, *A Place Called School* has consistently been a major voice in insisting in renewed leadership.

Leadership coaching has taken on a major role in leadership preparation and the voices of experts such as Reeves and Ellison (*Renewal Coaching*, 2009), Knight (*Coaching: Approaches and Perspectives*, 2009), Lindsey and colleagues (*Culturally Proficient Coaching*, 2007), Robertson (*Coaching Educational Leadership*, 2008), and Hargrove (*Masterful Coaching*, 2008) are woven throughout the courses and embedded fieldwork.

The voices and research of those above and many more have strong influences on our program design and underlying foundations. However, the strongest force in program transformation is and will always be the local school superintendents, principals, and other educational leaders who provide input to our faculty through formal and informal means about the needs of the schools which we ultimately serve.

In order to be credible and relevant to the school districts which we serve, the Preliminary Administrative Services Credential program has been structured to provide a logical sequence of learning to prepare instructional leaders for our schools. The program is designed around the Standards for Preliminary Administrative Services Credentials and the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

1. Shared Vision of Learning – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Culture of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Management of the School in the Service of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Working With Diverse Families and Communities – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Personal Ethics and Leadership Capacity – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

6. Political, Social, Economic, Legal and Cultural Understanding – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The CPSELs are distributed among the courses and fieldwork components of the program. The requirements for the Preliminary Administrative Services Credential are 24 semester units distributed between coursework, fieldwork, and related activities. It is important to mention that all candidates who do not have a Master of Arts Degree are strongly encouraged to complete the additional seven units of research in order to obtain the master's degree in Education with the option of Supervision and Administration. Indeed, over 98% of candidates who do not hold a Master's Degree that complete the credential also complete the requirement for the Master's Degree. For this reason, mention is made throughout this document of the research course and ensuing master's degree thesis or project that complete the requirements for the master's degree. While these two elements of the degree program are above and beyond the requirements for the credential, they are seen by faculty members as vital for the most complete preparation of our school leaders. The skills needed to understand and carry out educational research in our profession are too important to be left aside. Therefore, they are mentioned here as a complement to the Preliminary Administrative Services Credential requirements.

[Appendix 1](#) provides a visual representation of the coursework (including embedded fieldwork) required to complete the Educational Leadership and Administration Program. Coursework has been designed around a number of key activities, found in the signature assignments and in embedded fieldwork. Each activity has been designed to “fit” the real world of school leadership and incorporate a number of standards into a broad activity, as opposed to narrow activities specifically aimed at one specific standard. The real world of leadership exists in a dynamic and linked world, thus the activities have been designed to be relevant and realistic, and are based for the most part on best practices research into successful school leadership.

The program is designed to provide an introduction to administration and a deep understanding of curriculum and instruction in the first semester. In the second semester, the candidate takes the research course, which begins the candidate's thinking about a research topic. The candidate

also takes the leadership course to refine her/his educational vision and understanding of leading change. In the third semester, the candidate is immersed in coursework and fieldwork regarding instructional systems, leadership for equity, program evaluation, and instructional supervision. The candidate then completes the program with a broad overview of the management and leadership responsibilities to lead a school along with the culminating project.

Coursework required to complete the Preliminary Administrative Services Credential

EAD 261 Introduction to Educational Administration (3 units)

EAD 262 Educational Leadership (3)

EAD 263 Seminar in Instructional Supervision (4)

EAD 272 Seminar in Advanced Curriculum Development and Evaluation (4)

EAD 269 Site-Based Leadership (4)

EAD 274 Instructional Systems and Leadership for Equity (3)

ERA 288 Measurement and Program Evaluation (3)

ERA 220 Educational Research (3)*

EAD 298 Culminating Project (4)*

*Required only for the Master's Degree in Education, but incorporated in the overall program design.

Note: Fieldwork activities are embedded in each course

2. The program incorporates multi-media technologies to ensure that candidates develop an understanding of the importance, role and uses of technology for instructional support and improvement, administrative decision-making and the management of data in schools.
3. The program design incorporates the use of multi-media technologies in order to effectively prepare candidates as instructional leaders in a variety of public schools and public districts.

The use of technology is infused throughout the credential program. All candidates are required to set up a university email for all university communications and are required to register for all courses using the university's online registration system. All instructors communicate with candidates using email and the Blackboard system.

All instructors use the Blackboard online course system to provide course information and documents for credential candidates. For example, candidates are required to review and/or download and work with Powerpoint presentations as well as examples of candidate work and school and classroom data in the EAD 261 Introduction to Education Administration, EAD 262 Educational Leadership, EAD 263 Supervision of Instruction, EAD 274 Instructional Systems and Leadership for Equity, ERA 288 Measurement and Program Evaluation, as well as the research and Master's Degree project and theses courses. Some courses also incorporate synchronous and asynchronous online discussion threads to supplement class instruction.

Most of the courses require candidates to access data using the internet and select websites. The California Department of Education's (CDE) website is used in many courses and the

Educational Results (edresults.org) website is used to analyze and discuss state, district, and school data.

In the EAD 262 Educational Leadership and the EAD 263 Supervision of Instruction courses, candidates are required to use either Powerpoint or other presentation software in a formal presentation to the class. The syllabi for all the courses in the program reflect the use of technology. In ERA 288 Measurement and Program Evaluation, the candidate must find and compare data from two similar school districts with her/his own district's data ([288 Signature Assignment 1](#)).

Standard 2: Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation. Partnerships address significant aspects of professional preparation. An agreement between the partners is cooperatively established with each partner sharing the responsibility for the implementation and success of the program.

For internship programs:

Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Program Planning Prompts

1. The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork.

The Educational Leadership and Administration Program understands that partnerships are vital to preparing future school leaders in a relevant and credible manner. The program now has partnership cohorts with the following school districts: Fresno Unified School District, Clovis Unified School District, and the Sanger Unified School District. Two new partnerships are currently developing with Visalia Unified School District and Central Unified School District. With each partner district, all courses are taught in the school district and, to the extent possible, district personnel are involved in the planning and delivery of course and fieldwork. For example, in Fresno and Clovis Unified School Districts, a total of seven district office and school site administrators completed all application procedures to become part-time faculty members providing courses and fieldwork supervision in these districts. All but two have doctoral degrees in Educational Leadership or a related field. In Sanger and in Visalia, new partnerships this year, one district office administrator from each district, and each with a doctorate in educational leadership, has already taught or co-taught one course. Generally, regular faculty members of the Educational Leadership and Administration Program teach half or more of the courses and district personnel teach the rest of the coursework in co-teaching situations or alone and/or provide fieldwork supervision.

As the largest preparation program in the Central Valley, the Educational Leadership and Administration Program works actively with a large number of local school districts and county offices of education. The program has developed fieldwork/internship partnerships with the following districts over the past several years. The next page contains a partial list.

Districts with fieldwork/internship partnerships in recent years

Alview-Dairyland Union	Kerman Unified
Bass Lake Joint Union Elementary	Kings Canyon Unified
Burton Elementary	Kings County Office of Education
Caruthers Unified	Laton Unified
Central Unified	Madera Unified
Chawanakee Unified	Palo Verde Elementary
Chowchilla School District	Strathmore Elementary
Chowchilla Union High School	Riverdale Unified
Clovis Unified	Sanger Unified
Cutler-Orosi Unified	Sierra Unified
Dinuba Unified	Tulare City Elementary
Earlimart	Tulare High
Exeter Elementary	Tulare County Office of Education
Fowler Unified	Visalia Unified
Fresno Unified	Washington Union High
Fresno County Office of Education	Woodlake Elementary
Golden Valley Unified	Woodlake High
Hanford Elementary	Yosemite Joint Union
Lindsay Unified	

2. Partners, such as Advisory Committees, district partners in fieldwork agreements and stakeholder groups, establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members' knowledge, professional expertise and practical skills.

As mentioned in the previous responses, the Educational Leadership and Administration Program has many active partnerships with local school districts. The work of faculty in the Central Valley Educational Leadership Institute (CVELI) provides faculty multiple opportunities for direct contact with valley school and district leaders. Additionally, other part-time faculty members are recruited from the ranks of local principals and district office personnel that have solid reputations of providing quality educational offerings. Besides these many opportunities for interaction, the Educational Leadership and Administration Program has an active Superintendents' Advisory Committee consisting of over 25 superintendents from throughout the valley which meet formally once a semester to review program updates and provide input from the perspective of the needs of the local school districts.

Faculty members are also involved in other local and statewide organizations that provide important guidance for our work. One of the faculty members is the statewide coordinator for the new administrator mentoring program for the California Association of Latino Superintendents and Administrators (CALSA), another is the faculty advisor for the local student chapter of the California Association of School Administrators (ACSA) which works closely

with two other local universities to provide educational conferences to candidates in the three preparation programs. Another faculty member is the president of the California Association of Professors of Education Administration (CAPEA) which is currently involved in analyzing and supporting the development and refinement of administrator preparation programs in higher education throughout the state. Two members of the faculty are members of the President's Commission on Teacher Education, a local group of approximately 35-40 school administrators and university administration and faculty from local universities involved in teacher and leadership preparation headed by the president of California State University, Fresno.

3. Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.

As mentioned previously, local district superintendents have been actively involved with the work of the Educational Leadership and Administration Program. Besides the feedback received at meetings, periodically, the superintendents are asked to respond to survey questions seeking input on strengths and weaknesses of the current preparation program. Data from the responses are reported in the biennial report and our program assessment results. The program faculty meet monthly and utilize such feedback from this and other assessments to adjust and enhance course content, delivery, and materials presented in courses.

Additionally, faculty from the Educational Leadership and Administration Program has met on several occasions with school district representatives to discuss design and delivery of the program. Some of these sessions took place when the Chancellor's Fellowship program was under development. The Chancellor's Fellowship, with sponsorship from the CSU Chancellor's Office, includes several components that have been incorporated into the regular program:

- Course sequence – The courses are arranged in a sequence to prepare instructional leaders by providing: the basic foundations of leadership; the skills to analyze data; knowledge about curriculum design and assessment; practical skills for instructional supervision; and an introduction to management issues including law, finance, and personnel.
- Cohort model – candidates take all courses in the predetermined sequence together as a group, which leads to greater interaction and support among the group members.
- Tighter linkage of coursework with fieldwork – coursework is increasingly aligned with the needs of educational leaders in the field and fieldwork linked to coursework provides the opportunity for candidates to observe and practice that which they have learned in courses.
- Fieldwork and other seminars – a series of seminars on timely topics, such as closing the achievement gap, key legal issues for new administrators, strategies for EL learners, and related topics are dealt with in both fieldwork seminars and other seminars during the semester.
- The use of data to inform instruction – the basics of data analysis are taught in the very first course, then expanded upon in later courses, with the objective of leaders knowing how to use data to improve instruction.

- Problem solving – The case study method is used in some courses as well as the development of scenarios. Candidates are actively involved in synthesizing and using what they learn and applying to situations in their own and other schools.

In addition to meetings with the Superintendents' Advisory Committee each semester to report on progress of the program and to seek input from the superintendents, the Educational Leadership and Administration Program faculty meets regularly with several school superintendents and principals who are actively involved in program activities. For example, four current local superintendents, three assistant superintendents, and three principals have taught courses in the program over the past two years. Other leaders often serve as guest presenters for specialized topics. The relationships formed with these leaders and their input on an ongoing basis has informed the program design and implementation.

In terms of a commitment by districts to provide high quality supervision of candidates, we have long used the analogy of the three-legged stool that was so common in this rich dairy region. We make sure that all of our partners understand that each leg of the stool must share equal responsibility for the overall load: The university supervisor, the district mentor/school site supervisor, and the student (candidate) all have important roles and duties that they must complete to the highest of expectations in order for the candidate to be prepared for the tasks ahead. These roles, without the analogy, are included in our partnership agreement.

Finally, the support of the president of California State University, Fresno, cannot be understated. Dr. John Welty has attended some of our meetings with district superintendents, especially those held under the auspices of the Central Valley Educational Leadership Institute (CVELI). Additionally, President Welty's support has been instrumental in obtaining ongoing support from the Chancellor of the California State University system, Dr. Charles Reed, for the Chancellor's Fellowship, the flagship cohort of our program.

Standard 3: Development of Professional Leadership Perspectives

By design, the program facilitates each candidate's development of a professional leadership perspective by providing extensive opportunities to analyze implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment; an understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. The program develops each candidate's understanding of how successful resource management affects successful instructional leadership.

The very design of the Educational Leadership and Administration Program of California State University, Fresno, incorporates the essence of instructional leadership in the era of the No Child Left Behind legislation. Indeed, our program design has been modified to put the curriculum and instruction course in the first semester which includes an introduction to gathering and using data to determine needs and to inform classroom instruction. The other course is an introduction to the entire program and our intense focus on developing strong instructional leaders. The program is informed by the long-standing knowledge base of the profession that is presented to candidates including such authors as John Goodlad (2004), Carl Glickman (2010), Terry Deal and Kent Peterson (2007), Wayne Hoy and Cecil Miskel (2009), Roland Barth (1990 and 2004), Michael Fullan (2001 and 2003), Jonathon Kozol (1991), Warren Bennis (2008), Robert Greenleaf (1996), Max DePree (1989), Howard Gardner (1993), Peter Senge (1994 and 2001), Robert Hargrove, (2008), Mike Schmoker (1996 and 2008), Robert Marzano (2001 and 2008), Douglas Reeves (2002, 2004, and 2009), and Thomas Sergiovanni (1992 and 2002) among others. A great deal of work has been done in California under the auspices of the Association of California School Administrators (ACSA) through ongoing training and publications, such as the professional magazine *Leadership*. Also, WestEd has provided much guidance in linking leadership to standards (2003). Finally, the ISLLC standards (1996) and the work of ETS have been instrumental in the work in developing and understanding the CPSELs (2002).

The activities and experiences in the program are informed by the everyday responsibilities of educational leaders in our schools. The need for curriculum aligned to the content standards, continuous formative assessment, effective and differentiated instruction, ongoing professional development of staff, and interventions for students not meeting the standards are woven throughout course- and fieldwork in the program.

The CSTP (California Standards for the Teaching Profession) and the CPSELs are dealt with continuously through courses and fieldwork, case studies, problem-based learning activities, and other sessions sponsored by the Central Valley Educational Leadership Institute.

One of the strongest aspects of the entire Educational Leadership and Administration Program is the incorporation of reflective practice. All courses and fieldwork include activities in which candidates must incorporate new learnings into their understanding of the workings and leadership of schools.

As mentioned earlier, the overall structure and sequence of course and fieldwork contributes to the application of principles and techniques used to provide effective leadership, to motivate, to delegate, and to build a common vision for the organization. Application of these principles and techniques takes place through such activities as case studies, scenarios, role play, discussion and analysis, group processing, and ordered sharing, to name a few. The assessments utilized in each course by instructors as well as self-assessments by the candidates provide feedback on a regular basis. These assessment help build candidate understanding of major concepts and theories and their application to the real-life of schools. In addition, an individual portfolio is developed throughout the entire program and is assessed at the end of the program.

Candidates also take an active part in small and large group class discussions, candidate presentations, and in other activities. The final course contains the culminating exercise for the entire program: a mock interview where candidates participate in an interview with a real school administrator. Not enough can be said regarding the importance of this particular activity ([269 Signature Assignment 4](#)).

Case studies of real situations are presented for analysis, discussion, and resolution throughout the program.

Returning to the major theme of our program, we strive to prepare candidates to become instructional leaders with activities and content that is relevant to their needs, applicable to their situations, and is credible to our profession.

From the very beginning of the program, candidates are required to reflect upon material that is presented in class about class activities, about fieldwork activities, and about how each of these contributes to their growth and understanding of leadership.

Through this reflective practice mentioned above and in the previous response, candidates must examine their own beliefs, their leadership style, and their practices. Some of the examples of activities leading to self-examination include the educational platform development and presentation to fellow classmates in EAD 263 Seminar in Supervision of Instruction. Candidates consistently rate this exercise as one of the most fulfilling of the entire program. Another is the mock interview exercise that takes place in the final course, EAD 269 Site-based Leadership.

The first course, EAD 261 Management of Educational Organizations, opens the door to many new learnings and a common practice that takes place in this course and others is that of *ordered sharing*, where candidates are required to write a short reflection from a provocative piece of writing or from an activity in the class, share each reflection individually with a small group, then discuss within the small group. This is then followed by a short, whole class discussion on the topic. In this course, candidates are first asked to begin reflecting upon and developing their own vision of education and leadership. In EAD 263 Supervision of Instruction, candidates must go through a complete cycle of supervision with a teacher ([263 Signature Assignment 1](#)), including pre-conference, observation, lesson analysis, post-conference, mutual analysis of the process, and follow-up activities with the teacher. At the end of this major exercise, candidates are required to write a personal reflection on each stage of the process and their own growth.

Signature assignments and embedded fieldwork are similar in many respects. The candidate is asked to participate and even lead activities in her/his school and generally to write a reflection regarding new learnings from the experience.

In the course, EAD 272 Seminar in Advanced Curriculum Evaluation and Development, candidates are asked to reflect upon various curricular and instructional practices and to analyze the effectiveness of each for use in a variety of different academic situations and in understanding how to provide access for all students to the core curriculum. An emphasis is placed on standards-based instruction and assessments ([272 Signature Assignment 1](#) and [272 Embedded Fieldwork 2](#)).

One course, ERA 288 Measurement and Program Evaluation provides a venue for learning to look at student, school, and district data; reflect upon the meaning and value of data at each level; and to determine how to use these data to improve the teaching and learning process ([288 Signature Assignment 1](#)). Candidates are provided with multiple opportunities to reflect upon verbally and in writing the new learnings they obtain from the activities in this course.

The final course has a major focus on helping the candidate synthesize learnings from the entire program and how to successfully manage resources in the most effective manner to continually support the goal of student learning. Three linked activities prepare the candidate to step into a leadership role: Prepare a Personal Professional Growth Plan to present to the candidate's supervisor and receive feedback, ([269 Signature Assignment 2](#)), prepare a Statement of Philosophy, Resume, and respond to a Practicum prompt ([269 Signature Assignment 3](#)) and then participate in an interview simulation ([269 Embedded Fieldwork Assignment 4](#)), and finally, to prepare a capstone paper on the current state and desired state of the candidate's site ([269 Signature Assignment 4](#))

The research components of the program (ERA 220 Educational Research and EAD 298/299 Master's Degree Thesis or Project), while not officially part of the credential program, but nevertheless an essential part of the work educational leaders do, afford many opportunities to read and analyze research with the final goal of putting the new learnings obtained to work in improving the achievement of all children.

See [Section 2](#) for the master syllabi of courses in the program.

Standard 4: Equity, Diversity and Access

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. The program prepares candidates to facilitate and lead stakeholders to provide equitable access to the core curriculum and the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Program Planning Prompts:

1. The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.
2. The program design is explicit in developing each candidate's ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students' access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community.

The seemingly incredible diversity of the students in our schools in the Central Valley certainly provides a learning laboratory for candidates in the Educational Leadership and Administration Program. From the two beginning courses in the program, candidates are exposed to and participate in discussions and activities centered on the diversity of our students; the need for equity for all students; and “elephant in the room” topics, including latent racism and lowered expectations for students of color, those from different cultures, or those with different learning styles or needs. For example, in EAD 261 Introduction to Education Administration, candidates write a paper addressing questions regarding their own attitudes toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and how these attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education ([261 Signature Assignment 2](#))

EAD 272 requires students to gather and utilize data to inform instruction and guide lesson planning. Protocols are introduced to help the candidate learn to observe and understand the teaching and learning environment in our diverse valley ([272 Signature Assignment 2](#), [272 Embedded Fieldwork Assignment 2](#) and [272 Signature Assignment 3](#)).

As mentioned earlier, the cultural richness of the Central Valley provides many opportunities to examine the diverse cultures and their many contributions. In EAD 261 Introduction to Education Administration, candidates are involved in discussions focusing on issues of equity, how our society arrived where it is and how we must make changes to move to a truly equitable educational system. Candidates are given reflective activities in which to examine their own views, attitudes and expectations. They are also provided with access to research, notably that of the Education Trust, which has demonstrated that all students and all schools can succeed when expectations for success are in place, along with appropriate instruction ([261 Signature Assignment 2](#)). Specifically, in EAD 261 Introduction to Education Administration candidates will identify the means to shape a school culture where high expectations for all students and for all subgroups of students is the core purpose. In the same course, the candidate will identify barriers to accomplishing an organizational vision and will present a plan to overcome the major barriers and in which promotes equity, fairness, and respect among all members of the school community ([261 Signature Assignment 5](#)).

In EAD 262 Educational Leadership, a course taken in the second semester of the program, candidates refine their reflections from the first semester through various activities, discussions, and readings and participate in a thorough 360 degree assessment of their own leadership potential ([262 Signature Assignment 1a](#) and [1b](#)). Candidates present to their cohort members on aspects of leadership, especially with regard to building a school vision; communicating to inspire action, problem solving and conflict resolution, team building, using distributive leadership, and collaborating with all school-site staff to build the cultural proficiency of all staff members ([262 Signature Assignment 2](#)). Candidates must also utilize a 12-step decision-making process for a relevant school issue and must also present (using Powerpoint) to the class ([262 Signature Assignment 3a](#) and [3b](#)). Current case studies and leadership activities are an integral part of this course.

All courses contain elements related to the diversity that candidates will encounter as leaders, but a new course has been designed to ensure deeper learning. EAD 274 Instructional Systems and Leadership for Equity helps candidates learn to build systems that support equity. This course has a number of activities that help candidates learn about and form views about diversity. One activity, for example, involves the school administrator shadowing a minority student for a day to learn about the learning that this student encounters ([274 Signature Assignment 3](#)). Candidates will also examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#)) and will conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#)).

In ERA 288 Measurement and Program Evaluation, candidates will locate and disaggregate school data into subgroups for three different sites and prepare a statement about the achievement needs encountered ([288 Signature Assignment 1](#)).

3. The program is designed to develop each candidate's capacity to recognize students' specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.

From the very first semester, students' individual learning needs are addressed and this continues as a key theme throughout the program. In the first semester in EAD 261 Introduction to Education Administration, ongoing discussions and activities take place about equity and serving the needs of all students ([261 Signature Assignment 1 and 5](#)). Students must write a paper about how they will address such needs as administrators. In EAD 272 Seminar in Advanced Curriculum Development and Evaluation, students will spend the entire semester understanding how curricular and instructional decisions affect individual learning needs and will learn how to develop instructional practices that guarantee full access to the curriculum. In addition, culturally responsive instruction is identified and studied throughout this course. Three assignments are particularly designed with this standard in mind: Create an academic scrapbook for one grade level of English Language Arts Content Standards ([272 Signature Assignment 1](#)), perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#)), and Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#)).

In ERA 288 Measurement and Program Evaluation, candidates learn to evaluate different programs and instructional strategies, and are introduced to ways to develop a best match for individual student needs. In one activity, candidates compare and analyze data from 3 schools to determine learning needs ([288 Signature Assignment 1](#)). In EAD 274 Instructional Systems and Leadership for Equity, the primary focus is on bringing all systems resources to bear in providing an equitable learning environment, including carrying out an equity audit ([274 Signature Assignment 2](#)). In EAD 263 Seminar in Instructional Supervision, candidates regularly revisit the values of collaborating with others, especially with regard to developing instructional practices that provide access for all learners ([263 Signature Assignment 1](#)). EAD 269 Site-Based Leadership, the final course in the program, explores the use of resources for the school program, including extracurricular and co-curricular activities ([269 Signature Assignment 4](#)).

4. The program is designed to develop each candidate's understanding of the legal and financial implications of serving a diverse student population.

EAD 269 Site-Based Leadership provides candidates with a working understanding of the legal and financial implications of serving students with special needs and for sound school leadership and management. During this course, candidates not only are presented with the legal and financial implications through texts, articles, presentations, and case studies, but also participate in simulation activities focused on adequately serving diverse students ([269 Signature Assignment 3](#) and [4](#)).

5. The program is designed to provide each candidate with an opportunity to (1) learn about federal, state and local laws, policies and practices that ensure appropriate accommodations for a diverse student population and (2) understand the role of the site administrator in monitoring and implementing legal and fiscal provisions.

EAD 269 Site-Based Leadership provides a broad background of the legal and fiscal provisions, especially with regard to ensuring appropriate accommodations for diverse student populations. The major thrust of the course is to bring together the major learnings of the previous courses and use that knowledge together with new understandings of legal and financial processes in a culminating exercise at the end of the course and program of developing a school plan to most effectively use all resources to maximize student learning ([269 Signature Assignment 4](#)).

Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

Program Planning Prompts:

1. The program is designed to provide each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.

Throughout the entire program, candidates are engaged in dialogue, study, reflection, and activities designed to develop and enhance understandings of the role of diverse communities that constitute a democracy and the importance of involving the greater community in the life of our schools. Candidates gain understanding of the historical and philosophical influences on our schools and the roles many individuals and entities play in the development of educational policy.

In the first course, EAD 261 Introduction to Education Administration, which serves as an introduction to the field of educational administration and leadership, candidates are asked to relate their work and future work as leaders to the role of schools and to the many communities that they serve and to which they must continually respond. Candidates prepare relevant questions and interview a school leader ([261 Signature Assignment 1](#)). Candidates write a short case study from their own experience that deals with an issue related to diverse school constituencies that is presented to the class and then discussed ([261 Signature Assignment 4](#)). The instructor then ties all of the various experiences into an integrated view of the relationships that schools have with their communities.

Fieldwork activities, embedded throughout the coursework contain activities that require the candidate to explore the relationships of schools with their School Site Council, school board ([269 Embedded Fieldwork Assignment 1](#)) Parent-Teacher Organization, local community, government agencies and community agencies, and the resources and opportunities they offer to schools. While these activities may be tailored to meet the specific needs of a particular site or district, they are incorporated into the program through fieldwork experiences linked to coursework and the real life of schools ([288 Signature Assignment 4](#)).

2. The program is designed to provide each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.

In EAD 263 Seminar in Instructional Supervision, candidates bring in a copy of their district's collective bargaining agreement and are asked to compare this agreement to those of the other districts represented. This activity culminates with a synthesis of learnings regarding labor relations, contract compliance, and the role of collective bargaining in meeting the needs of students and educators in a democratic society. A guest speaker, usually an assistant superintendent for human resources, often provides expertise in understanding of these areas.

Also in EAD 263 Seminar in Instructional Supervision, candidates are presented with an overview of the FRISK (Facts / Rule / Impact / Suggestions/Directives / Knowledge) process (a process for documenting employee discipline), which is later covered in more depth in EAD 269 Site-Based Leadership, where candidates actually write an example of a memo to an employee to be disciplined ([269 Signature Assignment 1](#)). This activity culminates with the candidate learning ways to maintain effective relationships while assuring contractual compliance and meeting the needs of students.

Standard 6: Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in Standards 10-15 of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III, Standards 10-15.

Program Planning Prompts:

1. The program is designed to provide knowledge, skills, guided practice and feedback so that candidates are able to promote the success of all students by:
 - a) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (See candidate competencies in Standard 10.)

Please see [Standard 10](#) for assessment details relevant to this standard.

- b) advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (See candidate competencies in Standard 11.)

Please see [Standard 11](#) for assessment details relevant to this standard.

- c) ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (See candidate competencies in Standard 12.)

Please see [Standard 12](#) for assessment details relevant to this standard.

- d) collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (See candidate competencies in Standard 13.)

Please see [Standard 13](#) for assessment details relevant to this standard.

- e) modeling a personal code of ethics and developing professional leadership capacity. (See candidate competencies in Standard 14.)

Please see [Standard 14](#) for assessment details relevant to this standard.

- f) understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. (See candidate competencies in Standard 15.)

Please see [Standard 15](#) for assessment details relevant to this standard.

2. The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4.)

The great majority of the assessments in the program take diversity into account. Assessment details may be found in Program [Standard 4](#) and in the following courses and fieldwork activities:

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([Signature Assignment 3b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a Personal Professional Growth Plan and receive feedback from your supervisor ([269 Signature Assignment 2](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Embedded Fieldwork Assignment 4](#))

Category II

Field Experiences in the Standards

Standard 7: Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential as articulated in Standards 10-15. Field experiences include intensive experiences in a variety of diverse and realistic settings both in the day-to-day functions of administrators and in longer-term policy design and implementation.

For internship programs:

The definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment. An assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences. Specific supplementary administrative experiences are assigned to interns on the basis of the assessment.

Program Planning Prompts:

1. Authentic and significant field experiences addressing a variety of school levels, settings and a wide range of the typical responsibilities of a full-time administrator are required for each candidate, including field experiences, with at least one experience at a site with a diverse school population.

The Educational Leadership and Administration Program of California State University, Fresno has adopted the program mission statement ***“to prepare credible and relevant leaders in education.”*** It is essential that all of our coursework and the fieldwork requirements are very closely related to the job performance requirements and the daily life of school administrators.

The very design of the program leads to a progression of learning and skill development which are essential for current school leaders. A thorough understanding of developing a shared vision with a faculty and the larger school community, how to use data to effectively guide and inform instruction, supporting and evaluating the development of teachers as they utilize standards and assessments to guide their instruction, and a strong sense of core values and ethical behavior are all essential for the leaders of today's schools.

At California State University, Fresno, candidates learn the foundational knowledge and theory of our profession and they are then given opportunity through class activities and through fieldwork assignments to put their new knowledge to use. They are supported by faculty who provide guidance, support, mentoring, and motivation for the often difficult tasks of leadership. They are also supported by their district mentor, generally the site supervisor, who in collaboration with the university, provides specific guidance and support.

While the model of the reflective practitioner (Schon, 1990; Danielson, 1996 and 2007) guides much of our work in preparing leaders, our relationship with those who are currently leaders in schools is of vital importance. Our fieldwork supervisors, all former or current leaders at the level of superintendent, assistant superintendent, or principal, have developed and reviewed the fieldwork activities to ensure that they are relevant to the needs of schools, provide opportunities to maximize learning for our candidates, and are linked logically to the objectives of our coursework.

The reputation of the Educational Leadership and Administration Program in the Central Valley is sterling and enjoys an open and highly productive relationship with virtually all of the surrounding school districts. Over 120 candidates are currently enrolled in the Preliminary Administrative Services Credential Program, which is more than all of the other preparation programs offered by three different universities in the local area.

Collaboration between the university supervisor, the district mentor (usually the site supervisor), and the candidate is vital and is known as “the three-legged stool” in that all three play an essential role in the success of the preparation of the candidate. The university mentor meets with the district mentor as soon as a candidate enrolls in administrative fieldwork. In this meeting, the collaborative partnership begins. The Administrative Fieldwork and Internship Agreement ([Appendix 3](#)) clearly states the duties and responsibilities of each partner and the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)) outlines the many and varied required and suggested activities. Thus, the district has knowledge of its responsibility and of the administrators chosen to be district mentors. All district mentors must be approved by the university. With district mentors who are new to the responsibilities of guiding the candidate’s field experience, the university supervisor provides background information and specific instructions that supplements the explanation of roles in the fieldwork handbook. Additionally, the university is in frequent contact with the district mentor, especially those for which this is a new responsibility. The candidate attends all of these meetings, unless there is need to discuss some aspect without the candidate’s presence.

Another of the major purposes of these contacts is to ensure that the candidate is involved in relevant activities to prepare her/him for the role of leadership. Relevant field experiences, in the form of signature assignments and embedded fieldwork throughout all of the coursework are designed so that the candidates, the district mentor, and the university supervisor can tailor some assignments or internship activities to the particular needs of the individual and site. Examples of the activities involve the candidate in analyzing and addressing equity issues ([274 Signature Assignment 2](#)), instruction ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#)), standards ([272 Signature Assignment 1](#)), assessment ([272 Signature Assignment 3](#)), professional development ([263 Signature Assignment 1](#)), finance ([269 Embedded Fieldwork Assignment 3](#)), and discipline ([269 Embedded Fieldwork Assignment 2](#)) among other areas. All of these activities may be found in the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments found in [Appendix 2](#). For all fieldwork placements, it is mandatory that the candidate will perform a wide range of the typical responsibilities of a full-time administrator that is seeking to maximize achievement for all students.

The criteria for approval of district mentors/site supervisors is as follows:

- Are committed to work collaboratively with the candidate and with the university supervisor in planning, guiding, and evaluating the candidate's progress,
- Are willing to meet regularly with the candidate during her/his fieldwork experience,
- Are willing to provide ongoing supervision and feedback to the candidate during the term of the fieldwork experience,
- Have the required academic preparation, credentials, and at least two years of successful experience leading appropriate schools and grade levels, and
- Have the endorsement of the district superintendent to serve as a district mentor for administrative fieldwork or internship candidates.

The candidate should complete the fieldwork requirements in a least two different school levels (elementary, middle, high school). In addition, the candidate should complete at least 40 hours on a school site where at least 20% of the candidates are of an ethnic, racial, cultural, and/or socio-economic group other than that of the candidate. In the Central Valley of California, it is difficult NOT to work in a school that meets the criteria given the diversity of the region. The Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)) defines the requirements and expectations.

Communication and collaboration between the district mentor, the candidate, and the university supervisor takes places on a regular basis through site visitations, telephone and email contact, and monthly seminars. Final evaluation of the candidate's field experience is the responsibility of the university supervisor in collaboration with the district mentor.

Administrative interns

Administrative interns who are assigned to positions of leadership at school sites, such as vice principals, learning directors, program managers, team leaders, and other related positions generally have a set of responsibilities assigned to them that are position specific. Their first obligation is to complete those responsibilities in a satisfactory manner with the support and guidance of both the district mentor and the university supervisor. However, if these candidates in intern positions have not had the opportunity to complete the fieldwork experiences and related signature assignments previously, they are assigned the mandatory activities of fieldwork along with any specific additional activities needed to provide them with the full range of administrative experiences. An initial assessment is made during the orientation meeting (using the Descriptions of Practice from WestEd, 2003 - see [Appendix 13](#)) between the candidate, the district mentor, and the university supervisor to determine additional preparation activities. The activities may be modified during the course of the internship by mutual agreement of the district mentor and university supervisor as additional assessment, both informal and formal of the candidate's growth and the needs of the site/position may evolve.

Standard 8: Guidance, Assistance and Feedback

The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one field/clinical supervisor and at least one program supervisor provide complete, accurate and timely feedback including constructive suggestions for improvement to the candidate.

For internship programs:

The definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

The candidate's faculty advisor serves as the university supervisor for all embedded fieldwork as well as signature assignments that are carried out in the field. The university supervisor meets with the candidate on a regular basis and at designated intervals (once a semester), reviews and approves all field experiences and related signature assignments (See [Appendix 2](#)). During the embedded fieldwork activities and signature assignments carried out at the school site or in the district, the candidate will regularly consult with her/his district mentor and university supervisor. During coursework with embedded fieldwork and signature assignments, candidates present selected items from their experiences and discuss the insights that they have gained through participation in these experiences. Thus, both the university supervisor and the course instructor will oversee the completion of embedded field experiences and signature assignments along with the district mentor. The Candidate Portfolio for Administrative Field Experience/ Administrative Internship and Signature Assignments clarifies the roles of each person and provides a place for signatures and notes for each review (See the review and feedback page of the Candidate Portfolio for Administrative Field Experience/ Administrative Internship and Signature Assignments in [Appendix 2](#)).

Administrative fieldwork and intern supervisors of the Educational Leadership and Administration Program are experienced school and district leaders who maintain ongoing contact with the schools and districts in the areas in which they supervise candidates (See [Section 8](#) of the Preconditions). The reputations of these supervisors, their experience, and their ability to provide guidance to candidates is of the highest caliber and they are connected to the current reality of schools through their work with districts, district leaders, and site leaders.

Interns

As mentioned in Standard 7, an initial assessment (see [Appendix 13](#) – the same assessment used for Clear Credential candidates) of the intern is made in the orientation and this provides a map for planning development activities. The responsibilities assigned to the intern should not only include the mandatory signature assignments and fieldwork activities, but also include activities indicated to assist the intern in developing all areas of competency.

To ensure that the intern has intensive support, the university supervisor is in contact each week utilizing a well developed structure to not only provide assistance, but to continually review progress, and provide opportunities for continued growth. Please see Appendices 6, 7, 8, and 9 for the four different documents used by the university supervisor in the intensive support of

interns: Weekly call conference notes ([Appendix 6](#)), Structures and Process for Our Work Together ([Appendix 7](#)), Summary and Reflections of the Semester ([Appendix 8](#)), and the Professional Growth Plan ([Appendix 9](#)). These documents are added to the candidate's portfolio in a special section for the intern-specific work in the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)).

Category III

Standards of Candidate Competence and Performance

Standard 9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III. Satisfactory performance is defined as achieving competence as expected for entry-level administrators. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one field/clinical supervisor.

Program Planning Prompts:

1. The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.

The Educational Leadership and Administration Program has developed course syllabi with signature assignments and embedded fieldwork which involve many different types of activities and assessments, all directly related to the work of a school leader. A few examples of the diverse types of assessment include those below. It is of note that these activities involve the candidate in a number of tasks that research points to as best practices for successful school leaders.

EAD 261

- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Design a solution to a case study involving special needs students and student discipline issues ([261 Signature Assignment 4](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))

- Develop a personal vision statement ([262 Signature Assignment 2](#))

ERA 288

- Review student achievement data websites and compare the achievement of the candidate's school to two other schools ([288 Signature Assignment 1](#))
- Prepare a program evaluation and present to the class ([288 Signature Assignment 4](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 263

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Complete a budget template for the school site ([269 Embedded Fieldwork Assignment 3](#)) ([269 Embedded Fieldwork Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Write a personnel discipline letter based on a case scenario ([269 Signature Assignment 1](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

2. The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.

The summative assessment of candidates involves four major activities:

- 1) The candidate prepares a personal Statement of Philosophy, a resume, and writes to a timed prompt to a practicum ([269 Signature Assignment 3](#)).
- 2) The candidate prepares a capstone paper on the current state and desired state of her/his site ([269 Signature Assignment 4](#))
- 3) The candidate participates in an interview simulation for an entry-level administration position with a current school administrator, usually from the central office (superintendent or assistant superintendent) ([269 Embedded Fieldwork Assignment 4](#))
- 4) The candidate's portfolio is presented for review by the district mentor and the university supervisor.

Each candidate's work is reviewed each semester by the instructor of each course in which embedded fieldwork and signature assignments take place. Additional ongoing review takes place by the district mentor. The faculty advisor (university supervisor) reviews the portfolio each semester. The embedded fieldwork and signature assignments contain a number of rubrics

and criteria lists for the candidate to ensure that her/his work is of the caliber necessary. The instructor utilizes these same criteria and rubrics in assigning grades while providing additional feedback to any candidate who needs to repeat portions or all of any activity.

When the candidate completes the program, the portfolio is revised for the fifth time, thus it is not the first time that the candidate and candidate's supervisors have been through a review of work completed. The Descriptions of Practice (See [Appendix 13](#)) are used by the candidate and the supervisor to determine the level of practice displayed by the candidate at various points in the program and at the end of the program.

The candidate who does not successfully meet all standards will develop a written plan with her/his university advisor for candidate acquisition and demonstration of competency necessary to satisfy any and all standards not met and submit the plan to the Program Appeal Committee (consisting of two faculty members and a representative from the district. No more than one of the judges who assessed the candidate's performance may serve on the Program Appeal Committee). Upon successful completion of the plan and demonstration of performance, the Program Appeal Committee will provide written documentation verifying successful completion of the standard(s).

Additionally, any candidate who does not satisfactorily pass the defense of her/his portfolio may appeal in writing to the program coordinator. The program coordinator will review the case with two other program faculty members and the district mentor. A response will be given to the candidate within one week. If the candidate is not satisfied with the decision of the Program Appeal Committee, the candidate may appeal in writing to the Dean of the Kremen School of Education and Human Development, using the established university protocol for appeals.

3. The program sponsor ensures that thorough records of each candidate's performance in the summative assessment are maintained.

The Program Coordinator maintains copies of the results of the summative assessment on file for a period of five years. Upon completion of the program, candidates must turn in a copy to the program of the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)) with copies of the four semester reviews and the portfolio (summative) review.

4. The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program.

The embedded fieldwork activities and signature assignments have been designed specifically to be used in candidate AND program assessment. When all courses are in place in this revised program (by the end of the next semester), the assessment coordinator and the program coordinator will gather data on a regular basis to analyze as program faculty and to make necessary revisions. At the same time, selected results will be a regular part of the biennial report to the CTC and will be available at any time to members of the CTC for their review.

Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Each candidate:

- facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
 - Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- [Perform a classroom learning walk to gather data about curriculum and instruction at the site \(272 Signature Assignment 2 and Embedded Fieldwork Assignment 2\)](#)
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 262

- Gathers data on personal leadership characteristics using a 360 Degree Feedback Process ([262 Signature Assignment 1a](#))
- Writes a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
- Develops a personal vision statement ([262 Signature Assignment 2](#))

ERA 288

- Review student achievement data websites and compare the achievement of the candidate's school to two other schools ([288 Signature Assignment 1](#))

EAD 274

- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Embedded Fieldwork Assignment 4](#))

- communicates the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Create an academic scrapbook for one grade level of English Language Arts Content Standards ([272 Signature Assignment 1](#))
- Perform a classroom learning walk [to gather data about curriculum and instruction at the site](#) ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 263

- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))

- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- uses the influence of diversity to improve teaching and learning

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([Signature Assignment 3b](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 263

- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- identifies and addresses any barriers to accomplishing the vision

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))
- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- shapes school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))
- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- leverages and marshals sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 263

- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Complete a budget template for the school site ([269 Embedded Fieldwork Assignment 3](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Program Planning Prompts:

1. Satisfactory performance is defined as achieving competence as expected for entry-level administrators.

At the end of the program and in the final section of the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)), a summative analysis takes place by the candidate's advisor, the fieldwork supervisor (which may also be the candidate's advisor), and the district mentor. This evaluation is based on the numerous formative assessments that have taken place during the candidate's progress through the preparation program and the accompanying embedded fieldwork activities. The rating of the candidate is based upon a benchmark of achieving competence expected for entry-level administrators.

The faculty of the Educational Leadership and Administration Program are fully cognizant of the benchmark of competence. As noted in [General Precondition 8](#), all faculty members are closely involved with the day-to-day work of school leaders either as leadership coaches for school and district leaders and/or as consultants to school districts, providing professional development to school leaders and teachers on a regular basis.

The Educational Leadership and Administration Program utilizes the Descriptions of Practice (WestEd, 2003) as a guide in the development of criteria and rubrics for candidate expectations. The third category clearly states, "Practice that meets the standard", which is the basic criteria for the beginning or entry-level administrator. The Descriptions of Practice may be found in [Appendix 13](#).

2. The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).

The great majority of the assessments in the program take diversity into account. Assessment details may be found in Program [Standard 4](#) and in the following courses and fieldwork activities:

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare a Personal Professional Growth Plan and receive feedback from your supervisor ([269 Signature Assignment 2](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Each candidate:

- shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Create an academic scrapbook for one grade level of English Language Arts Content Standards ([272 Signature Assignment 1](#))
- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum [272 Embedded Fieldwork Assignment 1](#)
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Develop a personal vision statement ([262 Signature Assignment 2](#))
- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

ERA 288

- Review student achievement data websites and compare the achievement of the candidate's school to two other schools ([288 Signature Assignment 1](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 263

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- promotes equity, fairness, and respect among all members of the school community

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Develop a personal vision statement ([262 Signature Assignment 2](#))
- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 263

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- facilitates the use of a variety of appropriate content/based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Create an academic scrapbook for one grade level of English Language Arts Content Standards ([272 Signature Assignment 1](#))
- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Develop a personal vision statement ([262 Signature Assignment 2](#))
- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 263

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- guides and supports the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Create an academic scrapbook for one grade level of English Language Arts Content Standards ([272 Signature Assignment 1](#))
- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))

- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 263

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

- provides opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 3](#))

EAD 272

- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Develop a personal vision statement ([262 Signature Assignment 2](#))
- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- creates an accountability system grounded in standards-based teaching and learning

EAD 261

- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))

EAD 272

- Create an academic scrapbook for one grade level of English Language Arts Content Standards ([272 Signature Assignment 1](#))
- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#))
- and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

ERA 288

- Review student achievement data websites and compare the achievement of the candidate's school to two other schools ([288 Signature Assignment 1](#))

EAD 274

- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 263

- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))

- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- utilizes multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student

EAD 261

- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))

EAD 272

- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))

ERA 288

- Review student achievement data websites and compare the achievement of the candidate's school to two other schools ([288 Signature Assignment 1](#))

Program Planning Prompts:

1. Satisfactory performance is defined as achieving competence as expected for entry-level administrators.

At the end of the program and in the final section of the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)), a summative analysis takes place by the candidate's advisor, the fieldwork supervisor (which may also be the candidate's advisor), and the district mentor. This evaluation is based on the numerous formative assessments that have taken place during the candidate's progress through the preparation program and the accompanying embedded fieldwork activities. The rating of the candidate is based upon a benchmark of achieving competence expected for entry-level administrators.

The faculty of the Educational Leadership and Administration Program are fully cognizant of the benchmark of competence. As noted in [General Precondition 8](#), all faculty members are closely involved with the day-to-day work of school leaders either as leadership coaches for school and district leaders and/or as consultants to school districts, providing professional development to school leaders and teachers on a regular basis.

The Educational Leadership and Administration Program utilizes the Descriptions of Practice (WestEd, 2003) as a guide in the development of criteria and rubrics for candidate expectations. The third category clearly states, "Practice that meets the standard", which is the basic criteria for the beginning or entry-level administrator. The Descriptions of Practice may be found in [Appendix 13](#).

2. The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic,

linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).

The great majority of the assessments in the program take diversity into account. Assessment details may be found in Program [Standard 4](#) and in the following courses and fieldwork activities:

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))

- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare a Personal Professional Growth Plan and receive feedback from your supervisor ([269 Signature Assignment 2](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Each candidate:

- sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff

EAD 261

- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 263

- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- utilizes effective and nurturing practices in establishing student behavior management systems

EAD 261

- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- establishes, monitors and evaluates school structures, and processes that support student learning

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

ERA 288

- Write a description of a program to be evaluated, including key stakeholders, and evaluation questions ([288 Signature Assignment 2](#))
- Write a critique of an assessment instrument that is used in schools ([288 Signature Assignment 3](#))
- Prepare a program evaluation and present to the class ([288 Signature Assignment 4](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))
- Complete a snapshot update for each seminar ([274 Signature Assignment 4](#))

EAD 269

- Attend a Board of Education meeting and an English Learner Advisory Council Meeting ([269 Embedded Fieldwork Assignment 1](#))
- Complete a budget template for the school site ([269 Embedded Fieldwork Assignment 3](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- utilizes effective systems management, organizational development, collaboration, problem-solving and decision-making techniques

EAD 261

- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

ERA 288

- Write a description of a program to be evaluated, including key stakeholders, and evaluation questions ([288 Signature Assignment 2](#))

EAD 263

- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- aligns fiscal, human and material resources to support the learning of all subgroups of students

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

EAD 269

- Complete a budget template for the school site ([269 Embedded Fieldwork Assignment 3](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- recruits, selects, monitors and evaluates staff

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))

EAD 263

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))

EAD 269

- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- manages legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Program Planning Prompts:

1. Satisfactory performance is defined as achieving competence as expected for entry-level administrators.

At the end of the program and in the final section of the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)), a summative analysis takes place by the candidate's advisor, the fieldwork supervisor (which may also be the candidate's advisor), and the district mentor. This evaluation is based on the numerous formative assessments that have taken place during the candidate's progress through the preparation program and the accompanying embedded fieldwork activities. The rating of the candidate is based upon a benchmark of achieving competence expected for entry-level administrators.

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2. The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).

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The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
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EAD 269

- Prepare a Personal Professional Growth Plan and receive feedback from your supervisor ([269 Signature Assignment 2](#))
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- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Each candidate:

- recognizes and respects the goals and aspirations of diverse family and community groups

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
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EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- values diverse community stakeholder groups and treats all with fairness and respect

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))

EAD 262

- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 274

- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))
- Complete a snapshot update for each seminar ([274 Signature Assignment 4](#))

EAD 269

- Attend a Board of Education meeting and an English Learner Advisory Council Meeting ([269 Embedded Fieldwork Assignment 1](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- incorporates information about family and community expectations into school decision-making activities

EAD 261

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- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 274

- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
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EAD 269

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- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- strengthens the school through the establishment of community, business, institutional, and civic partnerships

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students [261 Signature Assignment 5](#)

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- communicates information about the school on a regular and predictable basis through a variety of media

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students [261 Signature Assignment 5](#)

EAD 269

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- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))

- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students [261 Signature Assignment 5](#)

EAD 269

- Attend a Board of Education meeting and an English Learner Advisory Council Meeting ([269 Embedded Fieldwork Assignment 1](#))
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- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Program Planning Prompts:

1. Satisfactory performance is defined as achieving competence as expected for entry-level administrators.

At the end of the program and in the final section of the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)), a summative analysis takes place by the candidate's advisor, the fieldwork supervisor (which may also be the candidate's advisor), and the district mentor. This evaluation is based on the numerous formative assessments that have taken place during the candidate's progress through the preparation program and the accompanying embedded fieldwork activities. The rating of the candidate is based upon a benchmark of achieving competence expected for entry-level administrators.

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The following assignments and activities provide evidence of how this standard is met:

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- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
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- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
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EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare a Personal Professional Growth Plan and receive feedback from your supervisor ([269 Signature Assignment 2](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Each candidate:

- models personal and professional ethics, integrity, justice, and fairness, and expects the same behaviors from others

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- protects the rights and confidentiality of students and staff

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))

- uses the influence of office to enhance the educational program, not personal gain

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
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EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))

- makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, management practices and equity

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
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EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

ERA 288

- Review student achievement data websites and compare the achievement of the candidate's school to two other schools ([288 Signature Assignment 1](#))
- Write a description of a program to be evaluated, including key stakeholders, and evaluation questions ([288 Signature Assignment 2](#))
- Prepare a program evaluation and present to the class ([288 Signature Assignment 4](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))
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EAD 263

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
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- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
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EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- demonstrates knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades

EAD 261

- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Create an academic scrapbook for one grade level of English Language Arts Content Standards ([272 Signature Assignment 1](#))
- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
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EAD 263

- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
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- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- demonstrates skills in decision-making, problem solving, change management, planning, conflict management, and evaluation and fosters and develops those skills in others

EAD 261

- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))

EAD 269

- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))

- reflects on personal leadership practices and recognizes their impact and influence on the performance of others

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))

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EAD 262

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- Participate in an interview simulation for an entry-level administration position [\(269 Embedded Fieldwork Assignment 4\)](#)
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- engages in professional and personal development

EAD 262

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- Write a reflection paper on the results of the personal assessment [\(262 Signature Assignment 1b\)](#)
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EAD 263

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EAD 269

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- Prepare a capstone paper on the current state and desired state of your site [\(269 Signature Assignment 4\)](#)

- encourages and inspires others to higher levels of performance, commitment, and motivation

EAD 261

- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students [261 Signature Assignment 5](#)

EAD 272

- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
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EAD 262

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- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- sustains personal motivation, commitment, energy and health by balancing professional and personal responsibilities

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))

EAD 269

- Prepare a Personal Professional Growth Plan and receive feedback from your supervisor ([269 Signature Assignment 2](#))
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- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
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- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
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EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
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EAD 269

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- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Each candidate:

- works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 269

- Attend a Board of Education meeting and an English Learner Advisory Council Meeting ([269 Embedded Fieldwork Assignment 1](#))
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- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- influences and supports public policies that ensure the equitable distribution of resources and support for all subgroups of students

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))
- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 269

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 - Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
 - Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))
-
- ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations and statutory requirements

EAD 269

- Participate in a presentation by a local legal expert on school site legal issues ([269 Session 3 activity](#))
 - Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
 - Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
 - Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))
-
- generates support for the school by two-way communication with key decision-makers in the school community

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))

EAD 269

- Attend a Board of Education meeting and an English Learner Advisory Council Meeting ([269 Embedded Fieldwork Assignment 1](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

- views him/herself as a leader of a team and also as a member of a larger team

EAD 261

- Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question ([261 Signature Assignment 1](#))

EAD 262

- Gather data on personal leadership characteristics using a 360-Degree Feedback process ([262 Signature Assignment 1a](#))
- Write a reflection paper on the results of the personal assessment ([262 Signature Assignment 1b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

- opens the school to the public and welcomes and facilitates constructive conversations about how to improve student learning and achievement

EAD 269

- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

Program Planning Prompts:

1. Satisfactory performance is defined as achieving competence as expected for entry-level administrators.

At the end of the program and in the final section of the Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments ([Appendix 2](#)), a summative analysis takes place by the candidate's advisor, the fieldwork supervisor (which may also be the candidate's advisor), and the district mentor. This evaluation is based on the numerous formative assessments that have taken place during the candidate's progress through the preparation program and the accompanying embedded fieldwork activities. The rating of the candidate is based upon a benchmark of achieving competence expected for entry-level administrators.

The faculty of the Educational Leadership and Administration Program are fully cognizant of the benchmark of competence. As noted in [General Precondition 8](#), all faculty members are closely involved with the day-to-day work of school leaders either as leadership coaches for school and district leaders and/or as consultants to school districts, providing professional development to school leaders and teachers on a regular basis.

The Educational Leadership and Administration Program utilizes the Descriptions of Practice (WestEd, 2003) as a guide in the development of criteria and rubrics for candidate expectations. The third category clearly states, “Practice that meets the standard”, which is the basic criteria for the beginning or entry-level administrator. The Descriptions of Practice may be found in [Appendix 13](#).

2. The program is designed to provide opportunities for candidates to learn how to maximize academic achievement for students for all ethnic, race, socioeconomic, cultural, academic, linguistic or family backgrounds; gender, gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. (See Program Standard 4).

The great majority of the assessments in the program take diversity into account. Assessment details may be found in Program [Standard 4](#) and in the following courses and fieldwork activities:

Assessment

The following assignments and activities provide evidence of how this standard is met:

EAD 261

- Write to a prompt regarding equitable access to education ([261 Signature Assignment 2](#))
- Develop a profile of their school from various data sources ([261 Signature Assignment 3](#))
- Design a solution to a case study involving special needs students and students discipline issues ([261 Signature Assignment 4](#))
- Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students ([261 Signature Assignment 5](#))

EAD 272

- Perform a classroom learning walk to gather data about curriculum and instruction at the site ([272 Signature Assignment 2](#) and [Embedded Fieldwork Assignment 2](#))
- Organize a formative assessment profile for a given school site ([272 Signature Assignment 3](#))
- Interview a site leader interview regarding guaranteed and viable curriculum ([272 Embedded Fieldwork Assignment 1](#))
- Design a faculty in-service ([272 Embedded Fieldwork Assignment 3](#))

EAD 262

- Utilize a 12-step decision-making process for a school reform ([262 Signature Assignment 3a](#))
- Develop a plan for the implementation of the reform for 3a ([262 Signature Assignment 3b](#))
- Develop a personal vision statement ([262 Signature Assignment 2](#))

EAD 274

- Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps ([274 Signature Assignment 1](#))
- Conduct an equity audit utilizing data from the school site ([274 Signature Assignment 2](#))

- Shadow a student from a selected group ([274 Signature Assignment 3](#))

EAD 263

- Perform classroom walkthroughs ([263 Embedded Fieldwork Assignment 2a](#))
- Write a structured reflection from the walkthroughs ([263 Embedded Fieldwork Assignment 2b](#))
- Perform a clinical supervision exercise with a teacher ([263 Embedded Fieldwork Assignment 1](#))
- Develop a focused professional development plan ([263 Signature Assignment 1](#))

EAD 269

- Prepare a Personal Professional Growth Plan and receive feedback from your supervisor ([269 Signature Assignment 2](#))
- Prepare documents for the culminating interview simulation (Statement of Philosophy, Resume, and Practicum response) ([269 Signature Assignment 3](#))
- Participate in an interview simulation for an entry-level administration position ([269 Embedded Fieldwork Assignment 4](#))
- Prepare a capstone paper on the current state and desired state of your site ([269 Signature Assignment 4](#))

***Clear Administrative
Services Credential***

Preconditions

Preconditions for Standards-based Clear Administrative Services Credential Programs*

The General Preconditions established by the Commission (Preconditions 1–7) and the Preconditions established by state law (Preconditions 8-10) found in the section of this handbook for Preliminary Administrative Services Credential Programs also apply to the Clear Administrative Services Credential Programs and must be addressed in program proposals. In addition, the following preconditions specific to the Clear Credential must be addressed:

Specific Preconditions Established by the Commission for the Clear Administrative Services Credential

1. **Initial Employment Requirement.** An entity that operates a program for the Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential. Statutory basis: Education Code Section 44270 (b) and 44270.1 (a)(2).

The Educational Leadership and Administration Program requires all candidates for the clear credential to verify that they currently are in a position requiring the Preliminary Administrative Services Credential as a part the application process for the Clear Credential (See [Appendix 12](#)).

- (2) **Prerequisite Credential.** An entity that operates a program for the Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate possesses a valid Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(1).

The Educational Leadership and Administration Program requires all candidates for the clear credential to submit a copy of their Preliminary Administrative Services Credential with the application for the Clear Credential (See [Appendix 12](#)).

- (3) **Individualized Induction Plan.** An entity that operates a program for the Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (clear credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).

Candidates for the Clear Administrative Services Credential complete a self-assessment based on the Descriptions of Practice (WestEd, 2003). The district mentor then completes an assessment of the candidate and they meet to develop the clear credential induction plan. The plan is reviewed and approved by the university supervisor. Please see [Appendix 13](#) for a copy of the assessment instrument and individualized induction plan.

- (4) **Non-university Activities Option.** A college or university that operates a program for the Clear Administrative Services Credential may allow approved non-university activities to be included in the clear credential induction plan in consultations among the

candidate, employer's representative and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).

Candidates may complete approved non-university activities at any time that such activities meet the course requirements and/or the specific needs of the induction plan. Approval of the district mentor and university supervisor are required. Please see [Appendix 17](#) for the Clear Administrative Credential Program Completion Form which includes a place for alternative activities. Please note that the Clear Credential is currently offered through the Doctoral Program in Educational Leadership at Fresno State (DPELFS), but will be offered independently again in the future.

- (5) **Administrative Experience Requirement.** An entity that operates a program for the Clear Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(2).

The program coordinator of the Educational Leadership and Administration Program verifies that the candidate has completed a minimum of two years of successful experience in a full-time administrative position before signing the Program Completion Form (See [Appendix 17](#)).

- (6) **Inclusion of University Coursework.** An entity that operates a program for the Clear Administrative Services Credential shall ensure that clear credential induction plan developed for each candidate includes university coursework among the required professional development activities. Statutory basis: Education Code Section 44270.1(a)(3).

The induction plan includes required coursework. However, if alternative non-university activities are available which may replace specific coursework, the district mentor and university supervisor will approve them. A candidate may also take alternative coursework through the Doctoral Program in Educational Leadership at Fresno State (DPELFS). Please see the Program Completion Form for details ([Appendix 17](#)).

**Standards of Quality and Effectiveness for Standards-based
Clear Administrative Services Credential Programs**

Standards of Quality and Effectiveness for Standards-based Clear Administrative Services Credential Programs

Category I: Program Design and Curriculum

Standard 1: Program Design, Rationale and Coordination

The clear credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate's needs, and is coordinated effectively.

Rationale

New administrators need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs. The program should be designed to give options to individual candidates to pursue coursework and other professional development opportunities that meet their own particular needs.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, retention, candidate support and assessment, and program evaluation.

The organizational structure of the program rests upon the following underpinning elements:

Theme, Vision, and Mission

Theme

The theme of the Kremen School of Education and Human Development is Leadership for Diverse Communities. From this theme is derived the vision and mission.

Vision

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

In accordance with the theme, vision, and mission, the Educational Leadership and Administration Program prepares candidates with the skills and experiences necessary for the Central Valley of California and for educational leadership positions anywhere in the world. That is, the skills and experiences taught in the program are those acknowledged in the literature of the field of educational administration, but also tailored to meet the needs of the cultural and linguistic diversity of the Central Valley.

Further, the Department of Educational Research and Administration and the Educational Leadership and Administration Program has jointly adopted a mission statement that guides our work in preparing future school administrators. The mission is, ***“to prepare credible and relevant leaders in education.”*** This statement truly embodies what we believe our work to be: that of preparing candidates to be leaders of teaching and learning that is relevant to the dynamic needs of our schools today. High expectations for our preparation program and for our candidates leads to credibility for both.

Foundations

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to prepare instructional leaders for our schools. The program is designed around the Standards for Preliminary Administrative Services Credentials and the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

- 1. Shared Vision of Learning** – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- 2. Culture of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3. Management of the School in the Service of Teaching and Learning** – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 4. Working With Diverse Families and Communities** – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Personal Ethics and Leadership Capacity – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

2. **Political, Social, Economic, Legal and Cultural Understanding** – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The CPSELs are incorporated into all aspects of the program and the candidate's initial induction assessment, plan for professional development, and final evaluation of competencies attained through mentoring and mentoring, coursework, and individual professional development components of the program.

Program structure and sequence

The Clear Administrative Services Credential was designed to complement the emphasis in the first tier on instructional leadership with additional administrative skills to manage and lead schools. Ideally, the candidate would enter the Clear Credential program immediately upon being contracted for an administrative position. The program design takes the candidate on a planned journey of self-reflection (assessments and development of the induction plan) to a series of courses that were designed to provide the candidate with necessary managerial and leadership skills within the content areas of transformational leadership, legal aspects, school finance, personnel relations, and managing interpersonal relationships and conflict resolution. A final course allows the candidate to develop a professional development plan for the next phase of her/his career.

However, in light of the dwindling number of candidates taking coursework in the Clear Credential program, the Educational Leadership and Administration Program decided to temporarily suspend the regular program and to offer the Clear Credential Program through the Doctoral Program in Educational Leadership at Fresno State (DPELFS). When state funding is no longer offered for candidates to pay for the Clear Credential requirements through ACSA and county offices of education, the regular program will resume.

The following pages describe the standards-based program and present the course syllabi in [Section 2](#). However, immediately following the regular Clear Credential syllabi are the syllabi for the alternative courses offered through the doctoral program. The reader will note the similarity in content is between the regular Clear Credential program and the doctoral substitution courses as follows:

Regular Clear Credential courses (See [Section 2](#) for course syllabi):

[EAD 279](#) [Advanced Administrative Fieldwork and Mentoring 1](#) (1 unit)

[EAD 278T](#) [Transforming Schools](#) (1 unit)

[EAD 264](#) [Legal Aspects of Education](#) (2 units)

[EAD 266](#) [School Finance & Business Administration](#) (2 units)

[EAD 275](#) [Personnel Relations](#) (2 units)

[EAD 278T Interpersonal Relations](#) (1 unit)

[EAD 279 Advanced Administrative Fieldwork and Mentoring 2](#) (1 unit)

Doctoral course substitutions for the Clear Credential: (Doctoral courses included embedded fieldwork) (See [Section 2](#) for course syllabi):

[EDL 201: Organizational Theory in Complex Organizations](#) (3 units)

[EDL 202: Educational Reform](#) (3 units)

[EDL 280T: School Law](#) (3 units)

[EDL 280T: Resource Management & Fiscal Analysis](#) (3 units)

[EDL 280T: Human Resource Administration](#) (3 units)

[EDL 280T: Conflict Resolution Education: Theory, Research and Application for Educational Leaders](#) (3 units)

The table below clarifies the substitutions:

Doctoral Course Substitution	Regular Course
EDL 201 Organizational Theory in Complex Organizations and EDL 202 Educational Reform substitute	EAD 278T Transforming Schools
EDL 280T School Law	EAD 264 Legal Aspects of Education
EDL 280T Resource Management and Fiscal Analysis	EAD 266 School Finance and Business Administration
EDL 280T Human Resource Administration	EAD 275 Personnel Relations
EDL 280T Conflict Resolution Education: Theory, Research and Application for Educational Leaders	EAD 278T Interpersonal Relations

*All doctoral coursework includes extensive fieldwork requirements, thus the two sections of EAD 279 Advanced Administrative Fieldwork and Mentoring are substituted in the fieldwork of each course.

The sequence of the regular program is as follows:

1) Complete the [Candidate Pre-assessment](#) and [Clear Credential Induction Plan](#) – EAD 279 Advanced Administrative Fieldwork and Mentoring (1 unit)

The candidate will participate in a pre-assessment of skills, knowledge, and performance included in the California Professional Standards for Educational Leaders (CPSELs). The candidate's district mentor, the university mentor, and the candidate will collaborate on the assessment and in the development of a induction plan to meet the mentoring and professional development needs of the candidate. The plan will also form the foundation for a professional portfolio that will be developed throughout the entire program. The candidate will then receive focused coaching and mentoring from the district mentor and the university mentor, based on the induction Plan.

2) Complete selected professional development needs as indicated in the induction plan:

3. The following coursework must be successfully completed (grade of “B” or better in coursework or “CR”):

EAD 278T Transforming Schools (1 unit)
EAD 264 Legal Aspects of Education (2 units)
EAD 266 School Finance & Business Administration (2 units)
EAD 275 Personnel Relations (2 units)
EAD 278T Interpersonal Relations (1 unit)

Equivalent coursework may be substituted and will be reviewed and approved by the district mentor, the university mentor, and the program coordinator, including doctoral substitutions.

- b. All candidates must take [EAD 279 \(A\) Advanced Administrative Fieldwork and Mentoring](#) (1 unit) during each semester of their enrollment in the program. Exceptions to this requirement may be waived by the program coordinator in exceptional circumstances. Such circumstances may include, but not be limited to the candidate receiving extensive coaching and mentoring through another acceptable medium. This requirement is designed to ensure that the candidate receives mentoring during the entire Clear Administrative Services Credential Program.
- c. Additional professional development opportunities shall be undertaken through any appropriate means including university coursework, school or district professional development, ACSA academies or conferences, reading of selected books, and any other acceptable means of meeting needs of the candidates. Approval of these opportunities shall be agreed to collaboratively by the district mentor and university mentor and will be included in the Induction plan.
- d. Ongoing coaching and mentoring of the candidate by the district mentor and the university mentor. The candidate will keep a log of visits and topics discussed during mentoring as well as agreements reached.

3) Periodic assessment of the candidate's progress:

At least twice each semester, the candidate will meet with the district mentor and university mentor for a formal assessment of progress. At this time, any changes to the candidate's induction plan will be made and included in the portfolio.

4) Complete a professional portfolio

The candidate is responsible for keeping up to date information on plans and progress during the Clear Credential. The following sections, as a minimum, will be included in the portfolio:

- a. Table of contents.
- b. Personal information.
- c. Assessment results and induction plan.
- d. Mentoring log.
- e. Professional development.
- f. Culminating assessment.

5) Complete the Professional Development Assessment – EAD 279 (B) Advanced Administrative Fieldwork and Mentoring (1 unit)

During the final semester, the candidate will complete the professional development opportunities, including mentoring, coursework, the professional portfolio, and any other opportunities as specified by the induction plan. The university mentor will oversee the completion of these requirements in collaboration with the district mentor. The requirements for this course include successful completion of the culminating assessment of the candidate.

6) [Application for the Clear Administrative Services Credential](#)

Once the candidate has successfully completed all requirements, including the requirement of two years of successful service under the Preliminary Administrative Services Credential, the program coordinator will provide to the candidate a [Program Completion Form](#) for the Clear Administrative Services Credential and credential application information. The candidate should then immediately apply for the credential through the credential office of the Kremen School of Education and Human Development.

Organizational responsibilities

Please see [Appendix 10](#) for a graphic illustrating the organizational responsibilities for recruitment; pre-advising; admissions; advising, retention, support, and assessment of candidates, and overall program evaluation. While the program coordinator has primary responsibility for most program elements, the university mentor takes on many university responsibilities related to the candidate, and the program evaluation is shared between the various participants/stakeholders (the candidate, the candidate's supervisor and/or the district mentor from the district, the district superintendent, local school districts, the university mentor, university program faculty members, and the program coordinator) directly involved in the candidate's preparation.

- There is effective coordination between the program's faculty and staff, between the education unit and the program sponsor's other departments, and between the program sponsor, schools, districts, county offices, and other agencies where candidates are beginning their administrative responsibilities.

The Clear Administrative Services Credential program complements the Preliminary Administrative Services Credential program operated by the Educational Leadership and Administration Program within the Kremen School of Education and Human Development. There are clear lines of authority, coordination, and collaboration established between faculty, administration, and staff. The Program has a Superintendents' Advisory Committee composed of 25 local superintendents who collaborate actively with the Program in all three credential options: Preliminary, Administrative Internship, and Clear. The county offices of education in the university's six-county service area are also active collaborators in program planning, activities and evaluation.

- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).

The overall design of the program is consistent with the design components of the Preliminary and Internship Credentials, has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schools. Please see the responses to [Standard 1](#) of the Preliminary and Intern Credential within this document.

- Any non-university activities included a university-based program are deemed appropriate by the candidate, the employer's representative and the university advisor. The clear credential induction plan specifies which non-university activities will be included and the expected learning that will occur from the activities.

Our program information includes the following statements: *"Additional professional development opportunities shall be undertaken through any appropriate means including university coursework, school or district professional development, ACSA academies or conferences, reading of selected books, and any other acceptable means of meeting needs of the candidates. Approval of these opportunities shall be accomplished collaboratively by the district district mentor and university mentor and will be included in the induction plan."*

In general, non-university activities should be directly related to the goals and objectives of the candidate's induction plan, specify outcomes relating to the CPSEL area or principles of administrative practice, include components that include goals, expected outcomes, learning activities, expected performance standards, and evaluation design, and utilize knowledge and presenters/participants familiar with effective professional development practices for adult learners.

- All programs include university coursework in the clear credential induction plan for each candidate. Required coursework is responsive to the candidate's needs and addresses content identified in Standard 3.

The Clear Administrative Services Credential Program incorporates content that complements the Preliminary Administrative Services Credential Program and leads the candidate to deeper levels of understanding in the following areas as defined by the CPSELs:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Modeling a personal code of ethics and developing professional leadership capacity
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

More specifically, the Clear Administrative Services Credential Programs seeks to further develop the candidate by:

- Taking the candidate's existing vision and converting it into a truly transformational vision that seeks to truly change existing educational structures and policies and move them to a more student and community-centered approach that is conducive to deeper student learning through enhanced leadership skills.
 - Developing a deeper understanding of the management of school operations, finances, legal issues, and personnel policies and decisions, so that the learning environment for students is safe, efficient, and the overall effectiveness is maximized.
 - Refining the candidate's skills in interpersonal relations so that collaboration with staff, families, and the community within the larger political, social, economic, legal, and cultural context is managed effectively.
 - Enhancing the candidate's personal code of ethics and the ongoing development of leadership capacity.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the program sponsor.

The Educational Leadership and Administration Program faculty meets on a regular basis to facilitate and maximize communication. During the academic year, review of all credential program outcomes and processes takes place. At the same time, program evaluation measures are updated at least each semester with the incorporation of new data. Finally, communication between local school districts, program faculty, and candidates takes place on a regular basis. These mechanisms all provide data streams that lead to any review, changes, or modifications to a candidate's program in a timely manner.

Standard 2: Design of the Clear Credential Induction Plan

The candidate, the university advisor, and the employer's representative(s) work together to develop a clear credential induction plan for the support and professional development of each beginning administrator. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component, advanced academic coursework, and may include non-university based professional development activities.

Rationale

The clear credential induction plan outlines the plan to build professional competence for each beginning administrator. This plan builds on each beginning administrator's assessed needs and outlines specific activities for facilitating each beginning administrator's professional development.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

The responses to the following factors are found below.

- The clear credential induction plan is designed to meet the individual assessed needs of the beginning administrator.
- Assessments of individual professional development needs, interests, job responsibilities, and career goals inform the plan for professional induction.
- The clear credential induction plan includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning administrator's progress in meeting the established goals.
- The clear credential induction plan outlines the coursework, the individual assistance, and the professional development opportunities that will be made available to the beginning administrator to address the established performance goals.
- An experienced colleague or mentor, a university advisor, and the candidate work together to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the clear credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Assessment Plan

Each candidate, upon entering the Clear Administrative Services Credential program, is provided with a copy of the [Descriptions of Practice](#) (Descriptions of Practice of the California Professional Standards for Educational Leaders <CPSELs>, from the publication, Moving Leadership Standards Into Everyday Work, by WestEd, 2003). During an orientation session, candidates are provided an opportunity to review the standards.

The candidate completes a self-evaluation and the district mentor completes a separate evaluation of the candidate during the initial assessment period. These two then meet to compare the results. This meeting generally occurs between the candidate and the district mentor, however, the university mentor may be invited to participate if deemed necessary by the candidate and/or district mentor.

In addition, space is provided on the assessment instrument to include job specific skills and performance expectations for the candidate, as determined by the district mentor, the university mentor, and the candidate. [Appendix 13](#) contains the assessment instrument based on the CPSEL standards.

The performance expectation for a candidate completing the Preliminary Administrative Credential program is to minimally achieve the stage of “Practice that approaches the standard”. The performance expectation for a candidate completing the Clear Administrative Credential program is to minimally achieve the stage of “Practice that meets the standard”.

The candidate maintains the original copy of the assessment and makes a copy for the district mentor and the university mentor. Additionally, the candidate maintains a record of each subsequent assessment and records progress or lack thereof. During these assessments, modifications may be made to the candidate’s induction plan which are then signed off by all three persons. The candidate provides copies of these documents to the district mentor and to the university mentor.

While the Descriptions of Practice represent a fairly comprehensive assessment of administrative responsibilities, space is provided to recognize and assess specific aspects of the administrative duties, skills, knowledge, and processes that must be mastered to become a proficient leader as well as the interests and career goals of the candidate.

Induction (Mentoring) Plan

As mentioned, the candidate completes a self-evaluation and the district mentor completes a separate evaluation of the candidate during the initial assessment period. During the meeting when these two persons meet to compare results and discuss differences in their assessments, they develop a preliminary induction plan.

Once the candidate and district mentor develop a preliminary plan, the university supervisor then meets with both and a final individualized induction plan is developed and signed off. See [Appendix 14](#) in for a copy of the induction plan.

The induction plan includes the university coursework, professional development opportunities, and the mentoring and coaching that will take place during the candidate's participation in the Clear Administrative Services Credential program. The induction plan also includes periodic review of the goals and objectives outlined in the plan.

The final page of the induction plan is designed for any amendments to the initial plan. This page may be copied and used as often as needed to change any part of the plan. As with the original Induction Plan, all amendments are reviewed and given written approval by the candidate, district mentor, and university mentor. See the final page of the Induction Plan in [Appendix 14](#) for the amendments page. If the district mentor is not an employee of the district, then the district will be asked to provide input, either from the direct supervisor of the candidate, or another person in the district familiar with the candidate and the position requirements.

In all program activities, ongoing evaluation, as well as an annual review, serve to ensure that the program not only meets the standards as required by the CCTC, but by the local school districts that depend on our program to prepare their educational leaders.

Standard 3: Curriculum Content

The content of the curriculum has a strong conceptual base and is organized to address principles of administrative practice in the thematic areas defined below:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Modeling a personal code of ethics and developing professional leadership capacity
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

Rationale

The principles outlined in these broad thematic areas are intended to suggest a holistic, integrated approach to instructional leadership and to the design of a curriculum intended to produce such leaders. Each set of principles interrelate in important ways and are expected to be woven throughout the curriculum.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- The curriculum themes are incorporated into the program in ways that include systematic study, application of key concepts in job settings and opportunities for personal reflection and integration of thematic study into a personal vision of administrative responsibility.
- These themes are reflected throughout all courses and induction support activities, rather than only in one or two specific courses or activities.
- The program emphasizes the importance of inquiry into these thematic areas as a part of all experiences in the program.
- Activities in the clear credential induction plan include and reflect an integration of these thematic areas.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

The curricular themes, based on the CPSELs, are reflected in activities throughout the program. Candidates are required to regularly reflect upon and take part in activities that incorporate the

elements and a deep understanding of the standards. Besides activities incorporating the standards that take place during the classroom sessions, professional development activities, mentoring sessions, and in the course of applying the learnings to the candidate's work place, the candidate is required to reflect upon the standards in written reflections on a regular basis. For coursework, the reflections are included as part of the course assignments and requirements. For other activities, the candidate is required to present the reflections to the mentor and file them in the appropriate section of the portfolio. Please see the individual course syllabi in [Section 2](#) for further details.

In the mentoring and coaching component of the induction plan, that is present in virtually all aspects and activities of the program and formalized in EAD 279 Administrative Fieldwork and Mentoring, the CPSELs are incorporated in many ways. The initial assessment, which takes place during the first phase, utilizes the Descriptions of Practice (WestEd, 2003), which provide great detail regarding the elements of the CPSELs. As mentioned earlier, candidates self-rate themselves and the district mentor rates the candidate. Thus, ensuing conversations used to construct the induction plan are based largely on the CPSELs themselves. The Descriptions of Practice may be found in the initial assessment instrument (See [Appendix 13](#)).

The incorporation of the curricular themes include examples such as the following:

In the [EAD 278T Transforming Schools](#) (or doctoral substitutions [EDL 201 Organizational Theory in Complex Organizations](#) and [EDL 202 Educational Reform](#)) course, candidates participate in activities that demonstrate transformational leadership and mentoring. They are then required to share in class and then write how they will use the learnings from the course to bring about transformational change in their own educational setting. In this overarching series of assignments, candidates must bring in all pertinent aspects of the CPSELs.

In the [EAD 278T Interpersonal Relations](#) (or doctoral substitution [EDL 280T Conflict Resolution Education: Theory, Research and Application for Educational Leaders](#)) course, candidates gain new understanding of conflict resolution skills and learn tools to build broad consensus. Class exercises and activities as well as assigned work seeks to enhance candidate's understanding and use of the principles found within the CPSELs.

The three courses: [EAD 264 Legal Aspects in Education](#) (or doctoral substitution [EDL 280T School Law](#)), [EAD 266 School Business and Finance](#) (or doctoral substitution [EDL 280T Resource Management & Fiscal Analysis](#)), and [EAD 275 School Personnel Relations](#) (or doctoral substitution [EDL 280T Human Resource Administration](#)) similarly incorporate the CPSELs in course instruction, activities, and assignments. See the course syllabi in [Section Two](#) for further details.

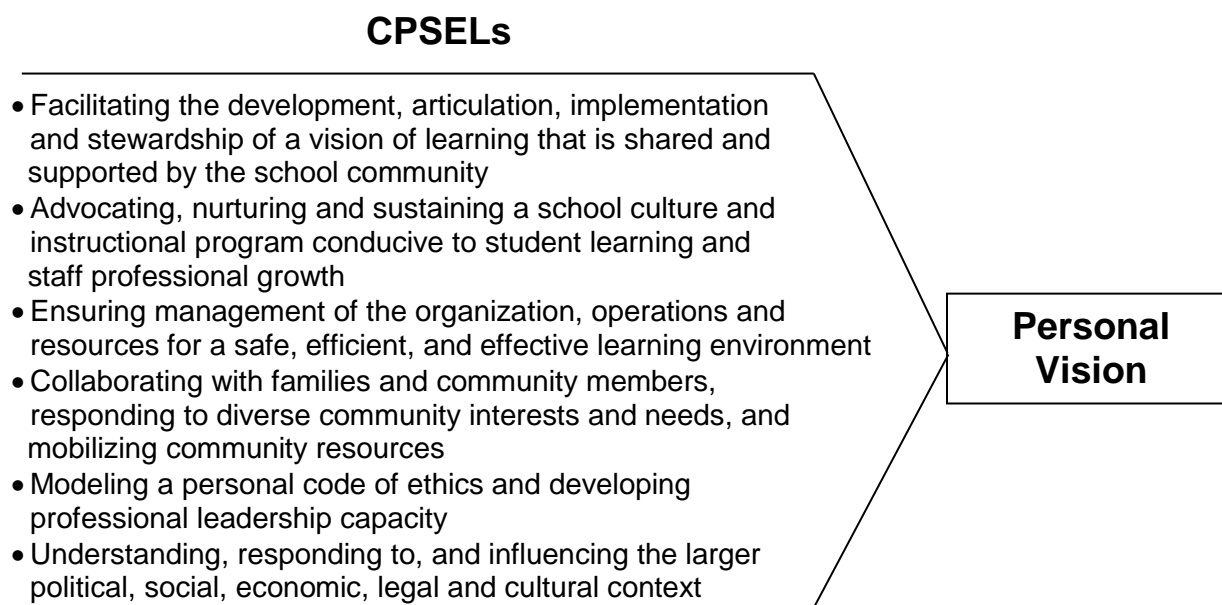
Program activities, determined in the induction plan, which are non-university based activities, require the candidate to reflect upon the CPSELs in written form. The written reflection is then placed in the candidate's portfolio. See [Standard 5](#) for the requirements for non-university activities.

The final activity in the program, which is the **culminating** assessment of candidate competency, involves a final assessment of the candidate, again based on the Descriptions of Practice, which

are themselves based on the CPSELs. Thus, the CPSELs are present in all phases and activities of the program.

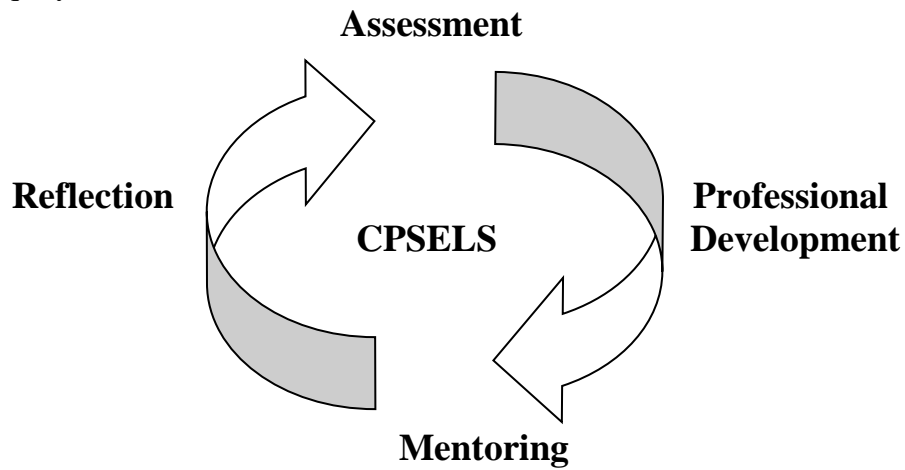
It is an important aspect of the program that individual courses and activities do not necessarily incorporate specific portions of the CPSELs, but rather incorporate the overarching elements and concepts of the CPSELs, to the extent possible in all coursework and activities, so that the candidate may acquire a deep understanding and appreciation of the framework provided by the CPSELs in the formation of a personal vision of leadership, as illustrated below.

Graphic illustrating the relationship between the overarching principles of the California Standards for Educational Leaders and the formation of a personal vision



Inquiry is at the center of all program courses and activities. The Cycle of Inquiry is utilized throughout all aspects of the program, with the inquiry mentoring from the lead and university mentors being the “glue” that binds the entire process together into a cohesive program of leadership development. Please see Section Two for course syllabi, which contain further information.

Cycle of Inquiry



As in all program activities, ongoing evaluation, as well as an annual review, serves to ensure that the program not only meets the standards as required by the CCTC, but by the local school districts that depend on our program to prepare their educational leaders.

Standard 4: Scope and Delivery of the Clear Credential-Level Curriculum

The curriculum for the university and non-university components of the Clear Administrative Services Credential program builds upon the foundation of the Preliminary Administrative Services Credential program, and applies conceptual knowledge to administrative practice in ways that engage candidates in important issues of theory and practice.

Rationale

The candidate's preliminary level program was designed to acquaint candidates with the broad range of administrative and leadership responsibilities in schools. The prior coursework and field experiences have prepared persons to begin administrative service. The curriculum at the clear level should extend those learnings, and allow for in-depth study of defined areas of interest for the new administrator.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- Curriculum content is characterized by a depth of experience that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.
- Coursework systematically extends the depth of content offered at the preliminary level, and is geared to the needs of beginning administrators.
- Candidates have opportunities to select and pursue specific areas of interest within university and non-university curricular offerings.
- Coursework and other professional development activities are designed to thoughtfully engage candidates in challenging learning activities and reflect on their own practice as beginning administrators.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

The curricular content for each of the activities and coursework in the Clear Administrative Services Credential Program is guided by the CPSELs, by the needs of each candidate as identified in the initial assessment and induction plan, and by the ongoing coaching and mentoring that is taking place.

The Preliminary Administrative Services Credential Program of California State University, Fresno, is designed to prepare the candidate to become an instructional leader. As such, there is a heavy emphasis on the curricular and instructional elements including particular attention to equity issues within the overall realm of educational leadership. The Clear Administrative Services Credential Program has been designed to take the new leader to deeper understandings and knowledge of leadership within the context of her/his new position and responsibilities. We have found that the new administrator, although armed with a rich knowledge of the tools and techniques to be a strong instructional leader, has a newfound hunger for many of the necessary managerial aspects, including educational legal issues, personnel relations, and business functions, among others. Thus, courses with specific knowledge in these areas are offered in the Clear Administrative Services Credential Program taught by recognized local practitioners.

Due to the flexible nature of the program design, candidates may select and pursue areas of professional growth within the specific offerings of the university or from other acceptable sources. Candidates are challenged to move out of their own patterns or zone of comfort and examine second-order change. Candidates are offered multiple opportunities to share their current experience as new leaders, to reflect upon their learnings, and are challenged to examine new lenses with which to approach issues.

Beginning with the initial assessment of candidate competency, an inquiry process is utilized as a vehicle to challenge candidates to see and think about their work differently. The coaching model that we use is built upon first helping candidates learn to “dream” about what schools could and should be, and then to develop concrete plans that lead to that previously perceived as impossible future.

As mentioned earlier, coursework in the program is geared to the new administrator, who typically faces a range of issues that demand a new and deeper level of thought than the student would experience in the Preliminary Credential Program. Thus, ideas and concepts presented in the Preliminary Credential Program are expanded upon in a deeper and more challenging manner in the Clear Credential Program. Candidates are asked to participate in meaningful work and activities that are relevant to the everyday work of our schools, not to maintain the status quo, but to move the schools to new levels of effectiveness.

Candidates have great flexibility to choose activities for their professional growth from within the university or non-university activities. Any activity that meets a need determined in the initial assessment, or during a revision of the induction plan, that meets the criteria of quality and relevancy by the district mentor will be accepted. Such activities may include conferences, professional development, coursework from other institutions, activities within the district, or other activities deemed by the candidate and district mentor to be instrumental in meeting the needs of the candidate.

Also, while there is required coursework in the program, the candidate has the opportunity to substitute alternative activities, provided that they meet the approval of the district mentor and program coordinator. As above, a wide range of alternative activities may be considered. The only difference with required coursework is that the program coordinator must be involved in the

decision to substitute another activity. The explanation under [Standard 5](#) has further details as well as the individual course syllabi which are found in [Section Two](#).

As in all program activities, ongoing evaluation, as well as an annual review, serves to ensure that the program not only meets the standards as required by the CCTC, but by the local school districts that depend on our program to prepare their educational leaders. Recent reviews have lead to modifications in both course and fieldwork components to better meet the needs of our candidates and the schools they serve.

Standard 5: Curricular Individualization

The curriculum of the program provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals.

Rationale

A range of curricular offerings within the university and non-university component of the program to effectively meet the needs of beginning administrators in a variety of contexts. Specialization and individualization may occur by providing a variety of coursework, specialized strands, or by individualized learning opportunities within a specific course or professional development experience.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- Areas of curricular specialization and a range of options within these specializations are available and clearly defined for candidates in the program.
- Candidates have opportunities to select and pursue specific areas of interest within the curricular offerings.
- Assessments of student needs and interests result in careful planning and selection of appropriate coursework and other professional development opportunities.
- Consideration is given to the new administrator's work responsibilities in planning the timing of coursework and professional development experiences.
- The curricular plan is outlined in the candidate's clear credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

As mentioned previously, the curricular options for candidates offer flexibility, not only in the specific activities or courses, but also in the provider of the activities or courses. Candidates that graduated from the Preliminary Administrative Services Credential program at California State University, Fresno, have five courses in the Clear Administrative Services Credential Program that are required, since these courses have been specifically designed to complement their learning. Candidates who choose to do the required coursework through the Doctoral Program in Educational Leadership at Fresno State (DPELFS) may choose alternative, related courses in the doctoral program. However, all candidates are afforded the opportunity to provide evidence of mastery of any material, techniques, knowledge, or skills that would fulfill the requirements of

any course or activity in the program, with the exception of the mentoring component. Indeed, candidates are encouraged to seek specialized offerings to meet their particular needs identified in the initial assessment. Candidates may seek offerings through other universities, professional organizations, school districts, and any other means. For non-university activities, the district mentor and university mentor make the decision jointly to authorize such activities, once again, based on the candidate's needs as demonstrated in the initial assessment and induction plan and/or later revisions to the plan. In the case of California State University, Fresno, courses, the program coordinator authorizes in writing any alternative activity. To ensure quality control, the candidate is required to provide evidence in the portfolio of ALL activities undertaken during the program. Please see [Standard 1](#) for the portfolio guidelines.

More specifically, candidates seeking approval for non-university activities for the professional development component must obtain authorization from the district mentor and university mentor. Candidates seeking approval to substitute a course requirement with a non-university activity must obtain written authorization from the district mentor, university mentor, and program coordinator. In all non-university activities, the candidate is required to submit to the district mentor a written reflection of how the activity has enhanced understanding and use of one or more of the CPSELs.

In non-university activities that have received written authorized for substitution of a required course, the candidate must submit the written reflection to both the district mentor and university mentor for final approval after the activity is completed. Non-university activities may include, but are not limited to school or district professional development, ACSA academies or conferences, reading of selected books, courses or workshops from other universities, and any other acceptable means of meeting the needs of the candidates.

Additional professional development opportunities shall be undertaken through any appropriate means including university coursework, school or district professional development, ACSA academies or conferences, reading of selected books, and any other acceptable means of meeting needs of the candidates. Approval of these opportunities shall be accomplished collaboratively by the district district mentor and university mentor and will be included in the Induction plan. The candidate shall write a short reflection based on the CPSELs for all activities and these reflections will be filed in the professional portfolio.

In general, non-university activities should be directly related to the goals and objectives of the candidate's Induction plan, specify outcomes relating to the CPSEL area or principles of administrative practice, include components that include goals, expected outcomes, learning activities, expected performance standards, and evaluation design, and utilize knowledge and presenters/participants familiar with effective professional development practices for adult learners.

Although the induction plan for each candidate is individualized, the specific curricular components of the plan are specified. Please refer to [Appendix 14](#) for the induction plan.

As in all program activities, ongoing evaluation, as well as an annual review, serves to ensure that the program not only meets the standards as required by the CCTC, but by the local school districts that depend on our program to prepare their educational leaders.

Category II: Support and Mentoring Plan

Standard 6: Provision of Mentoring Experiences

The beginning administrator's clear credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate's enrollment in the credential program.

Rationale

The guidance, advice, feedback, and support provided by a more experienced colleague assists the new administrator in the performance of his/her role and helps to facilitate the development of professional norms. Sharing of the knowledge of practice needs to be a planned part of the design for administrative induction. Candidates may experience more than one mentor, and the primary mentor may change. The clear credential induction plan should outline the ways in which mentor(s) will work with beginning administrators to help them achieve their defined goals.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- The mentoring component of the clear credential induction plan is developed collaboratively by the candidate, the university advisor, and the mentor administrator.
- Mentoring occurs on a regular, ongoing basis and reflects the candidate's changing needs and stage of professional development.
- Support and mentoring activities are appropriate to the individual needs of beginning administrators and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.
- Mentoring experiences may be individual or group activities, and may include, but need not be limited to, orientation of new administrators, job-alike meetings, function/division orientation, and mentoring.
- Activities are balanced to provide an awareness of a full range of administrative responsibilities, address both site level and district level functions, and provide experiences with diverse populations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

As mentioned in earlier sections, utilizing the Descriptions of Practice (WestEd, 2003), the candidate completes a self-evaluation (see [Appendix 13](#)) and the district mentor completes a

separate evaluation of the candidate during the initial assessment period. These two persons meet to compare results and discuss differences in their assessments and develop a preliminary induction plan. Then, the candidate, the district mentor, and the university mentor meet to review the findings of the assessment and complete the initial induction plan. All three sign off on the assessment and the initial induction plan. If the district mentor is not an employee of the district, then the district will be asked to provide input, either from the direct supervisor of the candidate, or another person in the district familiar with the candidate and the position requirements.

Although the assessment instrument is very complete with regard to the CPSELs, it may not adequately describe particular practices or performance expectations necessary for specific contexts. The assessment instrument contains space at the end to address such practices and performance. Likewise, the induction plan reflects the findings of the assessment. See [Appendix 14](#) for a copy of the Induction Plan.

The induction plan is developed collaboratively between the candidate, the district mentor, and the university mentor and includes space to indicate the timeline for specific activities as well as the dates of mentoring sessions. In most cases, it is expected that the district mentor will be in contact with the candidate at least once a week. While a variety of communication formats is encouraged, face-to-face meetings must take place on a periodic basis each semester. The need for adequate, regular communication is included in the District Mentor Agreement (See [Appendix 16](#)). Additionally, the District Mentor Agreement includes a clause stipulating the need for the district mentor to be available to the candidate in times of crisis or sensitive situations.

Mentoring, as defined in this proposal and in our program, may occur in a variety of settings and contexts. While on-site, on-the-job mentoring is highly desirable and a priority for the program, other opportunities for mentoring are afforded candidates, including, but not limited to, individual and group settings and activities, professional development opportunities, and opportunities to engage in inquiry on a regular basis. Professional mentoring may also occur through face-to-face conversation and activities, telephone, email, or other media. The Mentoring Log is found in [Appendix 15](#).

The final page of the induction plan is designed for any amendments to the initial plan. This page may be copied and used as often as needed to change any part of the plan. As with the original Induction Plan, all amendments are reviewed and given written approval by the candidate, district mentor, and university mentor. See the final page of the Induction Plan in [Appendix 14](#) for the amendments page. If the district mentor is not an employee of the district, then the district will be asked to provide input, either from the direct supervisor of the candidate, or another person in the district familiar with the candidate and the position requirements.

The university mentors understand that one part of their role is to assist the candidate in locating and contacting individuals with expertise in specific areas. However, the university mentors also understand the need to guide the candidate to the district mentor whenever possible. At the same time, the university mentor strives to maintain open communication with the district mentor and

the candidate and informs the district mentor as appropriate of additional persons who will provide assistance to the candidate.

The university mentor will provide a list of additional resources as needed to assist the candidate in succeeding in the current administrative assignment. However, the university mentors also understand the need to guide the candidate to the district mentor when possible. At the same time, the university mentor strives to maintain open communication with the district mentor and the candidate and informs the district mentor as appropriate of additional resources that will provide assistance to the candidate.

In this manner, the support and mentoring activities are matched to the individual needs of the beginning administrator and provided in ways that will build a trusting, professional relationship between the mentor and administrator, will utilize inquiry as a foundation, will encourage reflection, and will facilitate the professional growth and development of the new administrator. As such, the activities will take place on an individual basis, group activities, coursework, conferences, seminars, email dialogues, and other types of activities with the overall objective of preparing the new administrator for the full range of administrative responsibilities at both the site and district level and with diverse student populations.

As in all program activities, ongoing evaluation, as well as an annual review, serves to ensure that the program not only meets the standards as required by the CCTC, but by the local school districts that depend on our program to prepare their educational leaders.

Standard 7: Mentor Qualifications

Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale

Mentors play a key role in the induction experience of the beginning administrator. They need to understand the needs of beginning administrators and be prepared to help and assist in the development of administrative expertise. They will be most effective if they are paired with candidates who share similar job responsibilities and are committed to assume responsibility with the employer, the university, and the candidate, for the mentoring component of the clear credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- Appropriate criteria for mentor selection and assignment are established by each school district or employing agency. These criteria give attention to the person's professional expertise, coaching skills, and knowledge of the profession.
- Training/orientation is provided by the university, district, county office, or professional organizations to prepare mentors for their roles and responsibilities.
- Mentors maintain regular and ongoing contact with candidates.
- Mentoring relationships are evaluated on a regular basis, and changed or supplemented as necessary.
- Mentors value and embrace their professional responsibility to nurture and support new administrators.
- Mentors are recognized in appropriate ways by employers and by the university.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

General Qualifications for Mentors

Except in special cases, all mentors should have recent and relevant experience as a school administrator at the level of principal or higher. For candidates working in special situations (i.e. special education, nursing, counseling, and so on), mentors may be selected with specific leadership knowledge and experience in such a position. All mentors should have exceptional human relations skills and a record of successful leadership in her/his school and/or district. Mentors should also have knowledge of current school reform initiatives, NCLB requirements, and executive coaching and mentoring.

University Mentors

University mentors are generally chosen on the basis of experience, knowledge, and coaching ability. The Central Valley Educational Leadership Institute is one venue that is being considered for expansion of the mentoring experience. Information on the Central Valley Educational Leadership Institute (CVELI) may be found at <http://csufresno.edu/cveli/>

District mentors

It is in the best interests of the candidate, the school district, and the university to obtain the services of the best district mentors available in the area. While the program will take into account the number of years of administrative, teaching, and other related experience, major emphasis will be placed on the specific coaching skills and abilities of the district mentor as well as the ability to provide high quality support and assistance.

The Educational Leadership and Administration Program works with our Superintendents' Advisory Committee to develop a list of qualified district mentors. Our Superintendents' Advisory Committee consists of over 25 superintendents of local school districts that have an active relationship with the university and our program in particular. These districts represent over 250,000 students in the Central Valley and all larger and many smaller school districts in the area are represented. The superintendents provide a rather extensive list of qualified mentors. It is our goal that whenever possible, the district mentor will be from the same school district as the candidate. The district mentor may be a current educational leader or retired from such a position.

The district mentor is required to be in contact with the candidate at least once a week during the candidate's duration in the Clear Administrative Services Credential Program. Such contact may be face-to-face, telephone, or email, however, the district mentor and candidate are required meet face-to-face as a minimum, once a month.

Mentor Training

Initial training for the university and district mentors has been planned in collaboration with the Central Valley Educational Leadership Institute (CVELI). CVELI, in collaboration with Pivot Learning Partners (<http://www.pivotlearningpartners.org/>) has trained dozens of current and retired school leaders to take on roles as mentors to local school principals and superintendents. In this training, mentors are exposed to and practice a wide variety of coaching skills, as well as developing and implementing educational plans. At present, CVELI is providing executive coaching to 17 local school districts, and a number of new administrators from our own Educational Leadership and Administration Program are receiving coaching through their

district's relationship with CVELI. This training has been deemed to be highly satisfactory to meet the needs of new administrators in our area.

Aside from CVELI, the Educational Leadership and Administration Program works in collaboration with CALSA (California Association of Latino Superintendents and Administrators). The mentoring coordinator for the statewide program, Dr. Ken Magdaleno, a current program faculty member, has assisted in developing guidelines and training for the university and district mentors. Dr. Magdaleno, who is a former ACSA middle school Principal of the Year (2004), was honored by having his dissertation from UCLA named as the dissertation of the year. Dr. Magdaleno's dissertation research was utilized to develop the CALSA mentoring program. Dr. Magdaleno worked with CVELI and with Springboard Schools (the former name of Pivot Learning Partners) in developing training for coaches. In summary, ample training has been and will be provided to university and district mentors through our collaboration with CVELI, Pivot Learning Partners, and CALSA.

Mentor Evaluation

The district mentor and the university mentor will be evaluated each semester and the results will be provided to the mentor in aggregate form. In the case of a district mentor having only one candidate, the university mentor will facilitate discussion regarding the work of the district mentor, to ensure that feedback from the evaluation takes place for all district mentors.

The Educational Leadership and Administration Program has regularly used student evaluations that are completed each semester to provide feedback to mentors, to determine training needs of mentors, and/or to reassign or replace mentors. However, if a district mentor receives an unsatisfactory evaluation, this is not automatic grounds for dismissal or reassignment, as each case is analyzed individually.

The program coordinator is responsible for the ongoing evaluation and review of all mentors. The coordinator will meet with any mentor who is experiencing difficulty in fulfilling the requirements and guidelines in a satisfactory manner.

University Mentors

Faculty members of the Educational Leadership and Administration Program play key roles in providing mentoring to candidates, facilitating collaboration with schools and districts, providing coursework, providing information regarding professional development opportunities and so on. Below is a list of faculty members who participate in the Clear Administrative Services Credential program, their role, and selected experience.

Full-time

Faculty member	Role	Selected Experience
Sharon Brown-Welty	Instructor/Mentor	Director of Doctoral Program and Consultant to Hanford Elementary School District
Virginia Boris*	Instructor/Mentor	Former Associate Superintendent, ACSA Curriculum and Instruction Administrator of the Year, Executive coach for superintendents and Principals, Co-Director CVELI

Walt Buster	Director CVELI*	Former Superintendent of Clovis Unified and Fresno Unified, Executive coach of superintendents and principals
Linda Hauser	Instructor/Mentor	Former Associate Superintendent, Coordinator of Superintendents' Leadership Network, Executive coach for superintendents and principals
Ken Magdaleno	Mentor	ACSA MS Principal of the Year (2004), executive coach of several principals, State Coordinator of mentoring program of California Association of Latino Superintendents and Administrators (CALSA)
Donald Wise	Instructor/Mentor	Executive coach of several school principals, former project lead for coaching in Sanger USD, former Associate Director CVELI

*CVELI (The Central Valley Educational Leadership Institute) is an institute housed in the Department of Educational Research and Administration and provides services to over 25 school districts in the Central Valley focused on closing the achievement gap and increasing the achievement of all students, including Best Practices conferences and workshops, executive coaching to school principals and superintendents, effective techniques for English Learner teachers and students, and ongoing training in mentoring and coaching skills. CVELI plays a key role in upgrading the skills of our faculty, maintaining a close collaborative relationship with local school districts, and in providing daily or weekly contact with schools and classrooms. As such, the faculty and candidates of the Clear Administrative Services Credential program are actively engaged in the activities and services of CVELI.

As in all program activities, ongoing evaluation, as well as an annual review, serves to ensure that the program not only meets the standards as required by the CCTC, but by the local school districts that depend on our program to prepare their educational leaders.

Category III: Candidate Competence and Performance

Standard 8: Expectations for Candidate Performance

Expectations for excellence in candidate performance are developed for each candidate, aligned with the principles of administrative practice outlined in Standard 3, and included in the individual induction plan.

Rationale

Six areas related to principles of administrative practice were identified in Standard 3 as the conceptual themes to be woven through the advanced level of preparation for school administrators. Candidate expectations will fall within the broadly defined thematic areas, but will be different for each candidate, depending on past experiences, current job assignments, and future career development goals and plans. The defined expectations and ways in which performance in meeting those expectations will be measured, and the plan for assessing the achievement of the performance goals will be a part of the candidate's clear credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- The individualized program of studies, including the university and non-university components, is designed to foster development that is congruent with the six themes related to administrative practice (Standard 3).
- Areas of special emphasis are recognized and defined in appropriate ways in each candidate's clear credential induction plan includes clearly stated expectations and indicates how progress in each thematic area will be developed and assessed.
- The candidate, the university supervisor, and the mentor all have input into the design of the expectations, and the ways in which competence will be measured.
- Curriculum offerings, individual mentoring experiences and other professional development experiences are offered to prepare candidates to meet the defined expectations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

The Educational Leadership and Administration Program strives at all times to acknowledge the need for a set of core competencies and at the same time, recognize the individual needs of candidates. The six CPSELs represent the core areas and within those six themes, almost all

leadership competencies can be identified. The Induction Plan contains details on areas of special emphasis as determined by the initial assessment using the Descriptions of Practice (WestEd, 2003), the needs of the candidate's employer, or in the analysis of the candidate, district mentor and/or university mentor. In each case, expectations for successful mastery are clearly stated as well as the manner and metrics with which progress will be assessed. As mentioned previously, all participants; candidate, district mentor, and university mentor play vital roles in the development and approval of activities and assessment.

In [Standard 3](#), examples were provided of activities related to the CPSELs, which form part of the coursework in the program. In all coursework, the candidate must reflect upon the CPSEL framework and specific CPSELs. Also, for any activity that is non-university, the candidate must write a similar reflection. In the Preliminary Administrative Services Credential Program, each course was linked to specific CPSEL/CTC standards. In the Clear Administrative Services Credential, the Educational Leadership and Administration Program recognizes the wide variety of administrative responsibilities of new leaders in the program and allows greater flexibility, so that neither instructors, mentors, or candidates are constrained within a tight-woven structure. Nevertheless, the CPSELs are incorporated into all coursework, mentoring, and activities of the entire Clear Administrative Services Credential Program.

Please see [Appendix 14](#) for the induction plan and the manner in which expectations and progress are assessed and recorded. The candidate and the district mentor develop the preliminary plan, including the expectations and progress recording, and then meet with the university mentor for final review and authorization.

As designed, the program offers coursework through the university, individual mentoring for the candidate, and a wide variety of options for the candidate to be able to choose those that best meet the needs determined by the initial assessment ([Appendix 13](#)) and induction plan ([Appendix 14](#)). The great degree of flexibility in the design of the program, including the ability to modify the initial induction plan when necessary, and the ability to seek professional growth opportunities through almost any avenue available are the hallmarks of the Clear Administrative Services Credential Program at California State University, Fresno.

As in all program activities, ongoing evaluation, as well as an annual review, serves to ensure that the program not only meets the standards as required by the CCTC, but by the local school districts that depend on our program to prepare their educational leaders.

Standard 9: Assessment of Candidate Competence

Prior to recommending each candidate for a Clear Administrative Services Credential, the program advisor and the mentor verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the clear credential induction plan.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence established for the clear credential induction program.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation:

- The methods used assess performance authentically and recognize the complexity and highly variable nature of administrative responsibilities.
- The assessment system (both during the program and at the conclusion) is systematic, fair, uses multiple measures and multiple sources, and is tied to the curriculum, field experiences and themes of competence.
- The candidate is assessed by program faculty and school personnel who have demonstrated expertise, have been oriented to the assessor role and trained in the specified criteria, and are periodically evaluated in the assessment role.
- Candidates are provided feedback on their progress at multiple points in the program.
- A culminating assessment brings closure to the induction period and establishes directions for continuing growth and professional development.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

While the Descriptions of Practice (See [Appendix 13](#)), used in the initial assessment, represent a fairly complete assessment of administrative responsibilities, space is provided to recognize and assess specific aspects of the administrative duties, skills, knowledge, and processes that must be mastered to become a proficient leader. The Educational Leadership and Administration Program clearly recognizes that leaders have positions with job requirements that are complex and dynamic and the assessments must take into account these factors. All aspects of the

assessments are conducted by the district mentor and university mentor, who have received training in their roles. Training of mentors not only encompasses the role of coaching and mentoring, but also of authentically assessing the candidate's competence. The selection of mentors is vital to the program's quality and the process is explained under [Standard 7](#).

Mentors who are recognized leaders in the local area are contracted to serve as lead and/or university mentors. They receive training in the areas of coaching and mentoring as well as the assessment of candidate competency using the instruments and means available. At the end of their program, candidates will evaluate their district mentor and university mentor on a number of factors, including their ability to adequately assess the candidate's competency. The program coordinator will also conduct informal evaluation of all mentors each semester and will meet with any mentor demonstrating a lack of proficiency in and of the areas of mentoring, coaching, or assessment of competencies. Mentors may be assigned further training or may be removed from their mentoring role if they are not proficient in any of the requirements.

Once the candidate completes the initial assessment ([Appendix 13](#)), the induction plan is developed (see [Appendix 14](#)). Subsequent periodic assessments of the candidate therefore take into account findings using the assessment instrument and the Induction Plan and amendments.. In this manner, the precise nature of the position performance requirements are recognized and taken into account, as well as the complexity and variability of the requirements. Candidates are participants in all aspects of the performance assessments, thus are provided feedback, informal and formal, on a regular basis.

Candidates will undergo at least one periodic assessment and/or review each semester based on the assessment instrument, and the Induction Plan. The candidate is responsible for maintaining records of the induction plan and amendments, log of mentoring sessions ([Appendix 15](#)), samples of professional development opportunities, and reflections based on the Induction Plan and the CPSELs.

The candidate, district mentor, and university mentor work collaboratively to develop measures that will authentically measure the candidate's progress and degree of competence. In some cases, this may be a written document, in others, it may be performance of a particular task, in yet others, it may be the outcome of an activity or series of activities. While the basis of the assessment system is linked to the Descriptions of Practice, multiple measures of progress and competency are considered and utilized if deemed appropriate. The induction plan and assessments are designed to take into account the complexity and dynamic nature of the responsibilities of the new leader and to measure competency in ways that are meaningful to the candidate and clear to all involved.

The culminating assessment takes into account the most recent assessment using the assessment instrument ([Appendix 13](#)), the initial Induction Plan and all amendments ([Appendix 14](#)), as well as an overall assessment by the candidate, the district mentor, and the university mentor of the candidate's competence meriting the granting of a Clear Administrative Services Credential. As mentioned earlier, on the assessment instrument based on the Descriptions of Practice by WestEd (2003), a candidate is expected to be minimally at the level of "Practice that meets the standard". Likewise, the candidate is expected to meet the same level of any additional performance

objectives developed specific to the position or the candidate's professional needs as set forth in the Induction Plan and any amendments.

The candidate, as a final activity of the culminating assessment, presents her/his professional portfolio to the district superintendent and direct supervisor, accompanied by the district mentor and university mentor. Candidates are allowed to present only when all other requirements of the program have been successfully completed. This serves not only as a valuable final assessment, but as an opportunity to celebrate the successful completion of the program.

As in all program activities, ongoing evaluation, as well as an annual review, serves to ensure that the program not only meets the standards as required by the CCTC, but by the local school districts that depend on our program to prepare their educational leaders.

SECTION TWO – EXPANDED SYLLABI

EXPANDED SYLLABI
Educational Leadership and Administration Program
Preliminary, Intern and Clear Administrative Services Credentials

Section Contents

Preliminary Administrative Services and Administrative Intern Credentials

Course Name	Course Title
EAD 261	Introduction to Educational Administration
EAD 262	Educational Leadership
EAD 263	Seminar in Instructional Supervision
EAD 269	Site-Based Leadership
EAD 272	Seminar in Advanced Curriculum Development and Evaluation
EAD 274	Instructional Systems and Leadership for Equity
ERA 220	Educational Research
ERA 288	Measurement and Program Evaluation

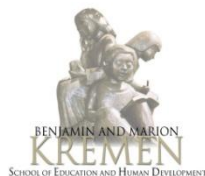
Clear Administrative Services Credential

EAD 279	Advanced Administrative Fieldwork and Mentoring A
EAD 278T	Transforming Schools
EAD 264	Legal Aspects of Education
EAD 266	School Finance & Business Administration
EAD 275	Personnel Relations
EAD 278T	Interpersonal Relations
EAD 279	Advanced Administrative Fieldwork and Mentoring B

Doctoral Course Substitutions for the Clear Administrative Services Credential

EDL 201:	Organizational Theory in Complex Organizations
EDL 202:	Educational Reform
EDL 280T:	School Law
EDL 280T:	Resource Management & Fiscal Analysis
EDL 280T:	Human Resource Administration
EDL 280T:	Conflict Resolution Education: Theory, Research and Application for Educational Leaders

**Expanded Syllabi for the
Preliminary Administrative Services Credential**



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

Syllabus for EAD 261
Introduction to
Education
Administration 3 units

Course Catalog Description

Initial course in Education Administration sequence; Development of knowledge and skills central to managing educational organizations.

Course Description

This course introduces the concepts, skills, and knowledge required to be an effective educational leader. The course content reflects the tremendous challenges facing educational organizations today and the belief that quality leadership is essential in meeting those challenges.

Class Information

Date and Time

Classroom number

Instructor

Instructor Email

Instructor Phone #

Office hours:

Prerequisites

The prerequisite for this course is admission to the Educational Leadership and Administration Program . This is first-semester course in the program.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

6(d) (6) The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.

10(d): Each candidate can identify and address barriers to accomplishing the vision.

11(d): Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students are the core purpose.

11(f): Each candidate promotes equity, fairness, and respect among all members of the school community.

13(e): Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.

13(f): Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.

Required Texts and Instructional Materials

Hoy, Wayne & Miskel, Gene (2004) Educational Administration (8th Edition) McGraw Hill Please do not use earlier editions.

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week, preferably several days before the class, during the entire semester.**

Signature Assignments

There are 5 Signature Assignments for this course. The templates and requirements for each of those assignments are included at the end of this syllabus.

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that candidates will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute assignment assessment protocol and candidates' honest feedback will assist in continuing to make this course relevant for future students.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations

B = Graduate quality; meets expectations

C = Below expectations

F = Does not meet program requirements

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a

computer workstation and the necessary communication links to the University's information resources."

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf.

Digital Campus course web sites may contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, republished, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Class Sessions	Seminar Content Focus	Homework/Actions: Outside Class Sessions
Session 1	Introduction and overview to the course The Sanger Expectations of Leadership, Rich Smith	Chapter 1: The School as A System Case Study pps. 34-39 for S2
Session 2	The School as a Social System Case Study pps. 34-39 <i>Leader Presentation: Marcus Johnson, Superintendent</i>	SIGNATURE ASSIGNMENT 1 Shadowing Protocol DUE IN CLASS Ch. 2, The Technical Core Case Study pps. 83-87 for S3
Session 3	The Technical Core Case Study pps. 83-87 <i>Leader Presentation: Matt Navo, Special Education Director</i>	SIGNATURE ASSIGNMENT 2 Pre-Post Graduate Writing Requirement DUE IN CLASS Ch. 3, Structure in Schools Case Study pps. 128-131 for S4
Session 4	Structure in Schools Case Study pps. 128-131 <i>Leader Presentation: Tim Lopez, Special Projects Director</i>	Ch. 4, Individuals in Schools Case Study pps. 169-171 for S5
Session 5	Individuals in Schools Case Study pps. 169-171 <i>Leader Presentation: Rick Church, Principal Kings River/Taft High School</i>	Ch. 5, Culture and Climate in Schools Case Study pps. 213-215 for S6
Session 6	Culture and Climate in Schools Case Study pps. 213-215 <i>Leader Presentation: JoDee Marcellin, Principal Lincoln Elementary</i>	Ch. 6, Power and Politics in Schools Case Study pps. 250-251 for S7
Session 7	Power and Politics in Schools Case Study pps. 250-251	Ch. 7, External Environments of Schools Case Study pps. 285-288 for S8

	<i>Leader Presentation: Jon Yost, Principal Washington Academic Middle School</i>	
Session 8	<p>External Environments of Schools Case Study pps. 285-288</p> <p><i>Leader Presentation: Eduardo Martinez, Associate, Superintendent for Business Services</i></p>	<p>Ch. 8, School Effectiveness, Accountability and Improvement Case Study pps. 320-321 for S9</p>
Session 9	<p>School Effectiveness, Accountability and Improvement Case Study pps. 320-321</p> <p><i>Leader Presentation: Dr. Lisa Houston, Principal Centerville Elementary</i></p>	<p>Ch. 9, Decision Making in Schools Case Study pps. 348-351 for S10</p>
Session 10	<p>Decision Making in Schools Case Study pps. 348-351</p> <p><i>Leader Presentation: Dan Chacon, Principal Sanger High School</i></p>	<p>SIGNATURE ASSIGNMENT 3 School Profile DUE IN CLASS</p> <p>Ch. 11, Communication in Schools Case Study pps. 411-414 for S11</p>
Session 11	<p>Communication in Schools Case Study pps. 411-414 Mock Media Interviews</p> <p><i>Leader Presentation: Ketti Davis, Principal Lone Star Elementary</i></p>	<p>Ch. 12, Leadership in Schools Case Study pps. 452-453 for S12</p>
Session 12	<p>Leadership in Schools Case Study pps. 452-453</p> <p><i>Leader Presentation: Adela Jones, Principal Jackson Elementary</i></p>	<p>SIGNATURE ASSIGNMENT 5 School Culture and Its Impact on Change DUE IN CLASS</p> <p>Ch. 12, One Last Time: A Review of the School as a Social System for S13</p>
Session 13	<p>One Last Time: A Review of the School as a Social System</p> <p><i>Leader Presentation: Rich Smith, Deputy Superintendent</i></p>	<p>Post-Shadowing Interview DUE IN CLASS</p>
Session 14	<p>Shadowing Reports</p> <p><i>Leader Presentation: Marc Johnson, Superintendent</i></p>	

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 261
SIGNATURE ASSIGNMENT 1
Shadowing Protocol

Directions: Students will identify an educational leader and will interview the leader with a set of open-ended questions designed by the class. These questions might include, for example, inquiries about the leader's goals and plans to implement the organization's vision. That leader will be shadowed for the equivalent to a full day (8 hour minimum). Shadowing can be in blocks of hours, however, in no less than 2-hour blocks. The student will be expected to spend approximately 30 minutes with the leader after the shadowing to discuss what was observed during the shadowing. A two-page synthesis report of the shadowing experience and interview (both pre shadowing and post-shadowing experience) will be completed by the student. Elements of this report will include the mentor's values, goals, vision (both personal and organizational) and long and short-term plans for how the leader will achieve these goals. Approval from the faculty member for shadowing the selected leader must be obtained before the shadowing experience. As the student is shadowing, he/she should pay particular attention to how the leader is interacting with others. For example, do they appear to be supportive, decisive, competent, concerned, etc. and do they appear to be attentive to issues of equity.

Summary: This Signature Assignment consists of 5 components as follows:

- Select the leader to be shadowed set up the shadowing date and time and receive approval from the course faculty member (use Approval Form).
- Interview the leader being followed before the shadowing experience using the set of open-ended questions developed by the class.
- Shadow the leader for a minimum of 8 hours.
- Conduct a 30 minute post-interview with the leader that was shadowed to reflect on what was observed.
- Submit a 2 page synthesis report that is a reflection on the experience and what was learned by the candidate through this experience. Interview notes and other artifacts of the shadowing experience are to be included as appendices to the synthesis report.

EAD 261
SIGNATURE ASSIGNMENT 1
Shadowing Planning and Approval Form

Name of Candidate doing the Shadowing and their Current School Site:

Name and Title of Leader being Shadowed:

Date	Beginning and Ending Times

Why was the Leader Selected to be Shadowed?

Approved:

Faculty Signature

Date

EAD 261
SIGNATURE ASSIGNMENT 1
Post-Shadowing Interview

Name of Person Shadowing _____

Name of Person being Shadowed _____

Date of Shadowing _____

Notes from Post-Shadowing Interview:

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

EAD 261
SIGNATURE ASSIGNMENT 2
Pre-Post Graduate Writing Requirement

Introduction

In keeping with the Graduate Writing Requirement of California State University, Fresno, all students enrolled in the Master's of Arts degree in Education with an option in Administration and Supervision must demonstrate competence in graduate level writing prior to applying for advancement to candidacy. The graduate writing requirement is designed to determine students' ability to write clearly, logically, analytically, and knowledgeably.

Goals of the Graduate Writing Requirement

In order to command scholarly and professional credibility, graduate students should:

- a. Develop writing skills commensurate with society's expectations of persons who hold advanced degrees.
- b. Develop the ability to write in formats and styles appropriate to their disciplines.

Objectives

The student's writing should demonstrate:

- (a) Comprehensibility;
- (b) Clear organization and presentation of ideas;
- I An ability to arrange ideas logically so as to establish a sound scholarly argument;

Writing Prompts

Students will be asked to write about *their own attitude toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and how these attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education* at the beginning of the semester (CTC 6.d.6; NCATE 1.2, 1.5, 1.6, 1.8, 4.1). The faculty member will grade the assignment according to the Scoring Rubric provided below. Students will be given the same writing prompt near the end of the semester, which also will be graded using the Scoring Rubric. The purpose of the writing prompt is to assess the change in attitude that has taken place during the semester related to issues of equity. It is highly recommended that if a student does not pass the writing exercise the first time, he/she should visit the writing lab or obtain assistance with their writing skills. The student must pass at least one of the writing prompts in order to be permitted to continue in the program.

Faculty Evaluation of Writing Proficiency

The instructor of the course will be the primary evaluator of each student's writing. When the instructor determines that the student meets the criteria (achieves a score of 3 in each area of the rubric), the student will be considered to have successfully passed the writing component of that course. The instructor will forward to the program coordinator at list of students enrolled and the status of their writing competence.

The instructor will forward to the program coordinator a list of students enrolled and the status of their writing competence. The program coordinator will forward this information to the graduate chair of the Kremen School of Education and Human Development and the Graduate Studies Office. All students will be advised individually of the results of the evaluation by the instructor.

If the instructor believes the student's writing to be deficient in one or more areas, the writing sample will be referred to the Review Committee for evaluation by the committee as a whole. The Review Committee will consist of two graduate faculty in addition to the instructor. The decision of this committee will be considered final. If the committee determines that the student meets the criteria, the student will be considered to have successfully passed the writing component of the course and the committee will report the decision to the program coordinator. The program coordinator will forward this information the graduate chair of the Kremen School of Education and Human Development and the Graduate Studies Office.

Appeal Process

If the Review Committee determines that the student has not demonstrated competence in written English, the instructor will inform the student. The instructor will recommend appropriate methods of remediation that may include assistance from the Writing Center, tutoring, additional coursework, and so on. The student may appeal to the program faculty by writing a letter to the program coordinator requesting a second evaluation. A student will then be given one additional opportunity to pass the writing requirement in a two hour examination in a controlled setting. The student will be advised of the results of the second evaluation within a period of two weeks.

Questions

All questions regarding the Graduate Writing Competency should be referred to the instructor of the course or the Educational Leadership and Administration Program Coordinator (278-0292).

EAD 261
GRADUATE WRITING SCORING RUBRIC

Scoring Level	Mechanics	Content and Organization
4 Exemplary	In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic.	In addition to meeting the requirements for a “3,” excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in any literature cited. Would serve as a good basis for further research on the topic.
3 Accomplished	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another.	Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader’s attention. Does a credible job summarizing any related literature presented.
2 Developing	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point; lacks appropriate transitions.	While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a complete analysis or discussion of the topic
1 Beginning	Content is poorly focused and lacks organization. The reader is left with little information about or understanding of the paper’s topic.	Paper contains numerous errors in spelling, grammar, and/or sentence structure that make following the logic of the paper extremely difficult.

EAD 261
SIGNATURE ASSIGNMENT 3
School Profile

The candidate will develop a socio-economic and demographic profile of his/her school site that will include student data by subgroups and will emphasize community stakeholders. Data may be retrieved from the school site, but JFK website should also be used, as well as any other appropriate Dept. of Ed website. This information will be used to compile a summary profile of that school that includes demographic and socio-economic data by subgroups. Most of the data in this assignment should be presented graphically. This assignment will be presented using a PowerPoint presentation. A second part of this assignment is for the student to complete the Diversity within Unity Essential Principles Checklist and to write a reflection paper (2 page minimum) about the areas that might be targeted for enhancement.

(Reference: Banks, J. A., Cookson, P., Gay, G., Hawley, W. D., Irvine, J. J., Nieto, S., Schofield, J. W., and Stephan, W. G. (2001). *Diversity within unity: Essential principles for teaching and learning in a multicultural society*. Center for Multicultural Education, College of Education, University of Washington, Seattle.)

School Profile

The following information must be included in the profile:

- School Demographics (including gender of the students. The ethnicity of the student population, ethnicity of the staff and administration, percent and number of children receiving free and reduced meals, percent and number of children classified as socioeconomically disadvantaged, percent and number of English Language Learners, the percent and number of students who are Fluent English Proficient, the percent of the parents who have high school diplomas and who have completed or attended college.
- Comparison of School API for the past three years
- Comparison of API Scores for the School, the LEA, and California for the past three years.
- Overall student AYP by grade level for Math and Language Arts for the past three years.
- Student Subgroup AYP for Math and Language Arts for grades 3, 4, 5 and 6 for the past three years.
- CELDT Assessment results comparison for three years by grade level.

Note: Information should be presented as a chart, as a graph, and on a table.

EAD 261
SIGNATURE ASSIGNMENT 4
Case Analysis

Directions: A case analysis will be completed by the candidate that follows the following case analysis framework. The case to be used for this assignment follows the analysis framework.

- Summarize the salient points in the case.
- Describe the problem that needs to be solved (there may be more than one problem).
- Include a discussion of the people, places and programs or policies that are relevant in this case.
- Locate, enumerate, and discuss the data you think is important in this case.
- Design a solution to this problem. In the solution, refer to the specific data you are basing your decisions upon.

Example of a Case

Suspension Procedure at Valley Middle School

You have a meeting with the superintendent this afternoon in regard to calls to the district office regarding multiple issues concerning the behavior, school culture, and suspension processes at Valley Middle School. One parent with two students at the school claimed that the school sent one child home during the school day without contacting the parent, a clear violation of district policy. The parent alleged this was the third or fourth instance of her child being sent home during the day, all without written notification. The parent indicated in her call that another child in her neighborhood had been suspended without notification for some minor problem and the parents had not been called

The Director of Special Education has reported that at a hearing last week, a special education advocate stated that many special education students were suspended at Valley Middle School in clear violation of the IEP. The police chief at a recent Rotary Club Meeting where the superintendent attends stated that “Kids at Valley Middle School were out of control”.

The superintendent is eager to talk with you.

EAD 261
SIGNATURE ASSIGNMENT 5
School Culture and Its Impact on Change

Directions: Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students. In this paper:

- 1) Describe the culture of the school or organization you are studying. School culture should include, but not be limited to, attitudes about race and equity, resources, organizational and student goals, rites, rituals, traditions, structural issues, power, authority, political aspects and other issues that impact the organizations ability to change.
- 2) Give specific examples of how different cultural attitudes of the parents, students, faculty and staff hinder your school or organization from creating change.
- 3) Discuss your prescription of what your school or organization should do to remove the barriers that prevent a culture of high achieving students using the cultural barriers described above in items 1 and 2.



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

Syllabus for EAD 272 Seminar in Advanced Curriculum Design and Development
4 units

Course Catalog Description

Provide leadership for student learning for all students through relevant curriculum theory, by using data and technology; learn to lead the design, development and assessment of curriculum; use the influence of diversity to improve teaching and learning. Embedded fieldwork included.

Course Description

This course is a foundational course in curriculum design and development in that it teaches leaders what they should be seeing related to planning curriculum, delivery of curriculum, and assessment of learning as well as how to provide leadership about what to do when student's are not learning. The framework for this course is that the written (curriculum), taught (instruction) and tested (assessment) curriculum is aligned. The underlying premise of the course is that in understanding leadership through a curriculum perspective, leaders would be focusing on the concept that all students will master grade level standards; teaching strategies and learning-related actions are progressive rather than remedial in nature.

Specifically, the course teaches leaders how to lead the school in matters of curriculum addressing the following four questions:

- ✓ What is it we expect students to learn?
- ✓ How will we know when students have learned it?
- ✓ How will we respond when students don't learn?
- ✓ How will we respond when students already know it?

Class Information

Date and Time

Instructor

Instructor Phone #

Classroom number

Instructor Email

Office hours:

Prerequisites

The prerequisite for this course is EAD 261.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional

Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

Specific learning outcomes for the course are derived from the standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

1. The candidate will be able to recognize the state-adopted academic content standards for students in curriculum and in teaching strategies. 3(a)
2. The candidate will be able to examine his/her own leadership practices and through reflection, analysis, and discussion of these practices be able to make informed decisions about teaching, learning and instructional leadership. 3I
3. The candidate will understand how to recognize students' specific learning needs and will be able to develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum. 4(g)
4. The candidate will understand and be able to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs that leads to the improvement of those programs. 6(b1)
5. The candidate will be able to recognize diverse learning styles and provide leadership for differentiated instruction strategies that address the needs of all learners and staff. 6(b3)
6. The candidate will be able to use data, including the use of technological applications, to develop, manage, and evaluate strategies to improve student achievement. 6(b4)
7. The candidate will understand how to use the influence of diversity to improve teaching and learning. 10(f)
8. The candidate will develop the knowledge and skill to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning. 11(h)
9. The candidate will develop the knowledge and skills to be able to coordinate the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and will be able to lead the continual development and improvement of those programs. 11(i)

10. The candidate demonstrates knowledge of the curriculum and the skill to integrate and articulate programs throughout the grades and to multiple audiences in the school and community.14 (i) and 6(e3)

Required Texts and Instructional Materials

Required Texts

Hollingsworth, John & Ybarra, Silvia (2009). *Explicit Direct Instruction (EDI): The Power of the Well-Crafted, Well-Taught Lesson*. A Joint Publication: Corwin Press and DataWorks Educational Research.

Jackson, Robyn (2009). *Never Work Harder Than Your Students & Other Principles of Great Teaching*. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD).

Marzano, Robert (2003). *What Works in Schools: Translating Research into Action*. Alexandria, Virginia: Association for Supervision and Curriculum Development (ASCD).

Rutherford, Paula (2005). *Leading the Learning: A Field Guide for Supervision and Evaluation* (bound version). Just ASK Publications.

Note: These books will be not only be used in this course, but will be used as reference and resource materials in other courses.

Instructional Materials

Curriculum Frameworks in Reading & Language Arts and Mathematics

(Hard copy or electronic copy). These can be obtained a number of different ways:

- ◆ Download and print from the CDE website
- ◆ Download and save for electronic access from the CDE website
- ◆ Order copies from the CDE website
- ◆ Obtain copies from your school site if available

CDE website: www.cde.ca.gov under Standards & Frameworks.

You need to have access to the frameworks during class as well as outside of class. If you bring a computer to class, then an electronic version for access is fine.

Content Standards: Reading & Language Arts and Mathematics:

The content standards can also be obtained a number of different ways:

- ◆ Download and print from the CDE website (under Standards & Frameworks)
 - ◆ Download and print from the DataWorks website (www.dataworks-ed.com)
 - ◆ Click on Step-Up Academy and then Click on Resources
- For all strands for single grade on one-page click on *CA Grade Standards* and for each strand presented horizontally across grade levels K-5, 6-8, 9-12 click on *CA Horizontal Strand*

Additional materials will be available on the electronic Blackboard system for the course. It is a course expectation that candidates check their designated email and the course on Blackboard at least once a week, preferably several days before the class, during the entire semester.

Signature Assignments

There are 3 Signature Assignments for this course: Academic Scrapbook; Classroom Learning Walks; and Formative Assessment Matrix. The templates and requirements for each of those assignments are included at the end of this syllabus.

Embedded Fieldwork Assignments

This course includes Embedded Fieldwork Components based on CCTC and ISLLC Standards.

Work in collaborative groups for approximately 15 – 20 hours at a school site will be part of this

course. Embedded Fieldwork assignments include Design a Faculty In-service; Site Leader

Interview and Write-up: Guaranteed and Viable Curriculum; and Classroom Learning Walks,

Analysis and Write-Up are included at the end of this syllabus.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A (100 – 90%) = Outstanding achievement; exceeds expectations

B (89 – 80%) = Graduate quality; meets expectations

C (79 – 70%) = Below expectations

F (69 – 0%) = Does not meet program requirements

Evaluation of student learning is based on the following:

Signature Assignments.....(Total) 130 points

- ◆ Academic Scrapbook (60 points)
- ◆ Classroom Learning Walks (40 points)
- ◆ Formative Assessment Matrix (30 points)

Embedded Fieldwork.....(Total) 80 points

- Design Faculty In-service (40 points)
- Site Leader Interview & Write-Up: Guaranteed, Viable Curriculum (40 points)
- Classroom Learning Walks (see Signature Assignments)

***Other Assignments*.....(Total) 90 points**

- ◆ Accountable Reading (35 points)
- ◆ Course Learning Portfolio (20 points)
- ◆ Seminar Reflections/Snapshot Update (35 points)

Course Total: 300 points

- ◆ The candidate must earn a grade of “A” or “B” on each Signature and Embedded Fieldwork Assignment to earn a grade of “B” (Graduate quality; meets expectations) or better in the course. *Candidates should re-do and re-submit any Signature and/or Embedded Fieldwork Assignment earning lower than a “B”. Candidates may re-do and re-submit Other Assignments earning lower than a “B”.*
- ◆ Should a candidate choose not to redo and resubmit a Signature and/or an Embedded Fieldwork Assignment to earn a final course grade of “B” or better, the candidate will earn a final course grade of “C” (Below expectations) unless the average score for all assignments equates to a grade below 70% (Does not meet program expectations = “F”).
- ◆ Since much of the work and activities of the class meetings depend on the interaction of students and the faculty leader, attendance is expected at all class meetings. Emergencies and unusual situations that could possibly cause an absence should be discussed in advance with the instructor and a make-up assignment is required. A final course grade of “B” is the highest grade attainable if absences exceed 6 hours.

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

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site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**

Course Schedule

Class Sessions	Seminar Content Focus	Homework/Actions: Outside Class Sessions
Session 1	<ul style="list-style-type: none"> ✓ Course Introduction ✓ Seminar Expectations and Syllabus ✓ Develop Seminar Norms ✓ Values/Beliefs: Curriculum, Instruction and Assessment must be. . . 	<ul style="list-style-type: none"> ◆ Read Chapters 1-3 (Marzano) and complete written reading response & Ch. 3 graphic organizer ◆ Complete Snapshot Survey/School Effectiveness Factors (Items 1-5) ◆ Seminar Written Reflection and Activity/Process Assessment ◆ Print Grade Specific English-Language Arts Blueprints and CST Released Questions ◆ Bring 2 binders (1.5”-2”), 2 glue sticks, a pair of scissors, grade specific blueprints and CST released items (include a three-hole punch if available)
Session 2	<ul style="list-style-type: none"> ✓ The Importance of Thinking and Acting Like a System— Barbell Factory ✓ Aligned Curriculum System ✓ Guaranteed & Viable Curriculum ✓ Snapshot Survey: Data to Information ✓ Intro Academic Scrapbook 	<ul style="list-style-type: none"> ◆ Read Ch. 2 (Jackson)/Blackboard Readings and written reading response ◆ Seminar Written Reflection and Activity/Process Assessment • Complete basic Scrapbook by Sept. 13/Academic Scrapbook Signature Assignment Nov. 22
Session 3	<ul style="list-style-type: none"> ✓ Leading through the Academic Scrapbook ✓ Deconstructing Standards ◆ Guaranteed & Viable Curriculum 	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and Activity/Process Assessment ◆ Blackboard Readings and complete written reading response
Session 4	<ul style="list-style-type: none"> ✓ Analyzing Student Assignments/Work: Content, Context and Cognitive Type 	<ul style="list-style-type: none"> ◆ Read Ch. 4 (Marzano) & Ch. 5 (Jackson) and complete written reading response and Snapshot Survey/School Effectiveness Factors (Items 6-9) ◆ Seminar Written Reflection and Activity/Process Assessment • Embedded Fieldwork: Site Leader Interview—Guaranteed and Viable Curriculum due Nov. 8
Session 5	<ul style="list-style-type: none"> ◆ Challenging Goals and Effective Feedback ◆ Assessment of and for learning ◆ Assessment Data to Information to Guide Instructional Decisions 	<ul style="list-style-type: none"> ◆ Read Chapter 7 (Marzano) & Blackboard Readings and complete written reading response ◆ One Seminar Written Reflection and Activity/Process Assessment for

	<ul style="list-style-type: none"> ◆ Analyzing Student Assignments ◆ Intro Professional Learning Communities (PLC) 	<p>Sessions 5 & 6</p> <p>➤ Signature Assignment: Formative Assessment Matrix due Nov. 15</p>
Session 6	<p>✓ PLC-Student ACSA Sponsors: Mr. Marc Johnson, Superintendent of Sanger Unified to Share the District Journey–PLC Development</p> <p>Location: Rio Vista Middle School, Central Unified 4:00 Class Meets 5:00 – 7:00 Presentation</p>	<ul style="list-style-type: none"> ◆ One Seminar Written Reflection and Activity/Process Assessment for Sessions 5 & 6
Session 7	<p>1. PLC</p> <ul style="list-style-type: none"> ◆ Assessment Data to Information to Guide Instructional Decisions ◆ Formative Assessment ◆ Analyzing Student Assignments 	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and Activity/Process Assessment ◆ Read Marzano Teacher Level Factors: Chapters 8-11 and written reading response ◆ Topic/Chapter designated reading: Well-Crafted, Well-Taught Lesson and design process activity for Oct. 18 & 25
Session 8	<p>2. Elements of Effective Lesson Design</p> <p>3. Effective Instruction</p> <p>4. 3 Phase Model/Direct Instruction Model/Explicit Direct Instruction</p>	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and Activity/Process Assessment ◆ Read Student Level Factors: 12-15 (Marzano) and written reading response due Nov. 22 ◆ Read Implementation: 16-18 (Marzano) and written reading response due Dec. 6
Session 9	<ul style="list-style-type: none"> ✓ Well-Crafted, Well-Taught Lessons: Process Activities ✓ Classroom Learning Walks ✓ Analyzing Student Assignments 	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and Activity/Process Assessment ➤ Signature/Embedded Fieldwork Assignment: Classroom Learning Walks due December 6
Session 10	<ul style="list-style-type: none"> ✓ Well-Crafted, Well-Taught Lessons: Process Activities ✓ Classroom Learning Walks ✓ Analyzing Student Assignments 	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and Activity/Process Assessment
Session 11	<p>5. Effective Lesson Design & Delivery</p> <p>➤ Mastery Principles and Developing and Leading a Master Teacher Mindset</p>	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and Activity/Process Assessment <p>Embedded Fieldwork: Interview and Write-up–Guaranteed and Viable Curriculum due Nov. 8</p>
Session 12	<p>➤ Mastery Principles and Developing and</p>	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and

	<p>Leading a Master Teacher Mindset</p> <ul style="list-style-type: none"> ✓ Embedded Fieldwork: Interview and Write-up–Guaranteed and Viable Curriculum due 	<p>Activity/Process Assessment</p> <ul style="list-style-type: none"> ✓ Faculty In-service Presentations and Work Products due Nov. 15
Session 13	<ul style="list-style-type: none"> ➤ Faculty In-service Presentations ✓ Embedded Fieldwork: Faculty-In-service Work Products due ✓ Signature Assignment: Formative Assessment due 	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and Activity/Process Assessment ✓ Faculty In-service Presentations and Work Products due Nov. 22
Session 14	<ul style="list-style-type: none"> ➤ Faculty In-service Presentations ✓ Embedded Fieldwork: Faculty-In-service Work Products due ✓ Signature Assignment: Academic Scrapbook due 	<ul style="list-style-type: none"> ◆ Seminar Written Reflection and Activity/Process Assessment <u>Due Dec. 6</u> ✓ Signature/Embedded Fieldwork Assignment: Learning Walks ✓ PLC Signature/Embedded Fieldwork Assignment ✓ Portfolio Review ✓ Accountable Reading
Session 15	<ul style="list-style-type: none"> ➤ Aligned Curriculum System-- Putting It All Together ✓ Signature/Embedded Fieldwork Assignment: Classroom Learning Walks due ✓ PLC Signature/Embedded Fieldwork Assignment due ✓ Portfolio Review ✓ Accountable Reading due 	<ul style="list-style-type: none"> ➤ Reflection and Preparation: Outcomes Assessment and Course Reflection
Final Session December 13	<ul style="list-style-type: none"> ✓ Outcomes Assessment of Signature and Embedded Fieldwork Assignments ✓ Course Reflection ✓ Course Evaluation 	<p>Congratulations and Happy Holidays!</p>

Each candidate is expected to participate in at least one instructor-guided on-site Classroom Learning Walk Session during the course. Dates for on-site classroom learning walk sessions are being arranged.

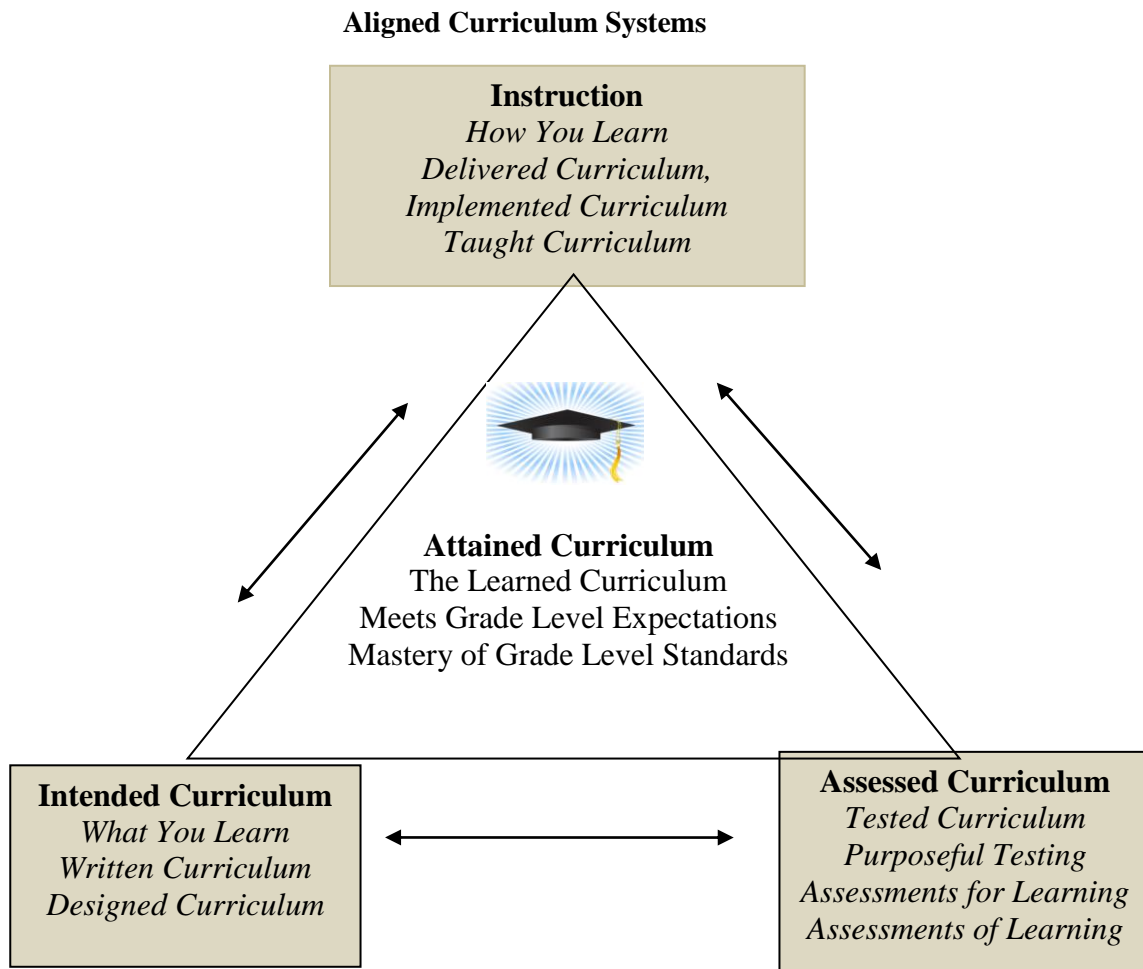
This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 272: Seminar in Advanced Curriculum Design and Development
Signature Assignment 1: Academic Scrapbook

Purpose

The purpose of this signature assignment is to develop and deepen the knowledge and skill of future site and curriculum leaders in curriculum alignment.

Context



The Aligned Curriculum Systems Model maintains that student achievement is optimized when the *written (intended) curriculum*, *taught (implemented) curriculum* and *tested (assessed) curriculum* are aligned in content, context, cognition and rigor. Building an instructional system grounded in this model is a key responsibility of site and district instructional leaders.

Creating the basic scrapbook provides instructional leaders an opportunity to actively engage in aligning the *written curriculum* and *tested curriculum* and the challenges associated with creating an aligned system. In addition, this activity is the prototype for a powerful teacher workshop.

Using the scrapbook as a guide for developing deeply aligned instruction is an equally powerful grounding for future leadership roles. The written curriculum (the standards) and the tested

curriculum (assessment) are the bookends for effective teaching. A deep analysis of the standards and how those standards are measured, provide critical information for teachers regarding lesson content and focus. In this activity, future instructional leaders will use the information from a given standard and released test items to guide the development of lesson vocabulary, concept knowledge, procedural knowledge, response frames, lesson design elements and selection of guided practice, independent practice, homework and formative assessments.

Outcomes

- Create a basic Academic Scrapbook for one grade level of English Language Arts Content Standards assessed through California's STAR, grades 2 – 11.
- Experience the Academic Scrapbook process and reflect on how the process engages classroom teachers and curriculum leaders in developing a deeper understanding of the focus and rigor of specific grade level/course standards.
- Reflect on how to apply the Academic Scrapbook process in current or future instructional leadership roles.
- Working as a pair, candidates select one ELA Writing Strategies standard and:
 - Design a vocabulary list including high frequency assessment words, high frequency academic vocabulary words and significant content words.
 - Design question and response sentence frames for use during teacher-led classroom instruction and oral discussion related to the standard.
 - Compile a list of at least four textbook-based, supplemental or on-line resources available at the candidate's school site that teachers could use for the teaching and learning of the selected standard.
 - Design a five item formative assessment for the selected standard
 - Develop one direct instruction lesson, including the critical elements of the lesson design.
- Reflect on your knowledge and use of an Academic Scrapbook to accelerate student learning, write an individual two to three-page reflection addressing the following areas:
 - What is the value of the Academic Scrapbooking process?
 - What were the candidate's (your) significant learnings and key insights?
 - How might a teacher, site or district leader use Academic Scrapbooking process to improve student achievement in their school?

Supplies

A 2-inch binder, scissors, 5 to 7 different colors of standard bond paper, glue, one copy of the CST STAR Blueprint for the selected ELA grade level, one copy of the CST STAR Released Test Items for the selected ELA grade level, a hole punch OR plastic page protectors (approximately 50).

Academic Profile for Standard _____

Strand/Cluster:

Write the standard:

Attach a copy of your scrapbook page(s) of released questions.

Vocabulary Words

High Utility Academic Vocabulary Words	High Stakes Assessment (CST/STAR) Words	Critical Content/Concept Vocabulary

Reflection: State your most important/significant insights and learning as a result of this activity/process. Explain why this information, insight and/or learning will be important to you as a leader?

Question and Response Frames

Academic Profile for Standard _____

Strand/Cluster:

Write the standard:

Example for Grade Six, ELA Standard 6WS1.2.2

Note: Actual frames are in bold type.

Question	Response
(Given an example draft of student work) ➤ Write a sentence that the student could add at the end of the first paragraph?	➤ The student could add this sentence at the end of the first paragraph: (student states sentence)
(Given a draft of student work and four sentence choices) ➤ Which sentence could the student add at the end of the first paragraph?	➤ The student should add choice _____ at the end of the first paragraph because _____.

Question/Response Frames

Write at least three question/response frames for this standard.

Question	(Student) Response Frame

Reflection: State your most important/significant insights and learning as a result of this activity/process. Explain why this information, insight and/or learning will be important to you as a leader?

Standard-Specific Mini-Formative Assessment

Academic Profile for Standard _____

Strand/Cluster:

Write the standard:

Design a five item multiple-choice formative assessment for the selected standard. *Designate the correct answer for each item.*

Reflection: State your most important/significant insights and learning as a result of this activity/process. Explain why this information, insight and/or learning will be important to you as a leader?

Explicit Direct Instruction: Lesson Design Template

Academic Profile for State Content Standard _____

Write State Content Standard:

Strand:

Describe the Independent Practice:

Explicit Direct Instruction: Lesson Design Template

<i>LEARNING OBJECTIVE</i>	
Learning Objective	
<i>CFU Strategy/Questions</i>	
<i>ACTIVATE (or provide) PRIOR KNOWLEDGE</i>	
Prior Knowledge	
<i>CFU Strategy/Questions</i>	
<i>CONCEPT DEVELOPMENT</i>	
Critical Concept Statement(s)	
Examples	
Non-Examples	
<i>CFU Strategy/Questions</i>	
<i>IMPORTANCE</i>	
Importance	
<i>CFU Strategy/Questions</i>	
<i>SKILL DEVELOPMENT AND GUIDED PRACTICE</i>	
Skill	
Guided Practice	
<i>CFU Strategy/Questions</i>	
<i>Closure and After Closure: Independent Practice/In-Class Interventions</i>	
Closure	
Independent Work	
Homework	

Resources

Compile a list of at least four textbook-based, supplemental or on-line resources available at the candidate's school site that teachers could use for the teaching and learning of the selected standard.

Academic Scrapbook Comprehensive Assignment Reflection

Reflect on your knowledge and use of an Academic Scrapbook to accelerate student learning, write a two to three-page reflection addressing the following areas:

- 1) What is the value of the Academic Scrapbooking process?
- 2) What were the candidate's (your) significant learnings and key insights?
- 3) How might a teacher, site or district leader use the Academic Scrapbooking process to improve student achievement in their school?

Academic Scrapbook Scoring Rubric

Assignment Element	Rating			
	Below Standard 1	Basic 2	Proficient 3	Exceptional 4
Create a basic Academic Scrapbook	Scrapbook fails to include all standards and/or assessment items.	Scrapbook is a basic folder of materials.	Scrapbook is organized for high utility: a 2 inch binder with strand dividers , materials in plastic liners and appropriate use of color by strand	Scrapbook is organized for high utility: a 2 inch binder with strand dividers , materials in plastic liners and appropriate use of color by strand AND Sample elements are included with the designated Writing Strategy standard.
Writing Strategy Elements: vocabulary, frames, resources, assessment	Not all core elements are included.	Vocabulary list, frames, a resource list and one set of five assessment items are submitted	1) Vocabulary list is complete 2) At least two question and response frames are provided 3) The title or description of four resources are provided 4) Five assessment items are provided	1) Elements exceed the “proficient” level as described below: 2) Vocabulary list is complete and appropriately sorted. 3) More than two questions and response frames 4) Copies of the four resources are provided 5) Five assessment items are multiple choice and have appropriate rigor
Direct Instruction Presentation	DI Lesson Design graphic organizer is incomplete	DI Lesson Design is complete	Lesson reflects depth of thought including selection of vocabulary words, CFU questions/discussion and concept development.	Lesson reflects depth of thought including selection of vocabulary words, CFU questions/discussion and concept development; All lesson elements are included
Reflection	Paper is fails to meet minimum expectation for length or topics	Paper is 2 – 3 pages in length; all basic topics are addressed	Paper is 2 – 3 pages in length fully addressing what the student learned, the value of the scrapbook and use.	Paper is 2 – 3 pages in length fully addressing what the student learned, the value of the scrapbook and use; analysis reflects leadership point of view

Project Grade:

Project Element	Percent Factor	Weighting Calculation	
Scrapbook	10%	1 x Rubric Score	

**SAMPLE Academic Scrapbook Signature Assignment
Scoring and Feedback Sheet**

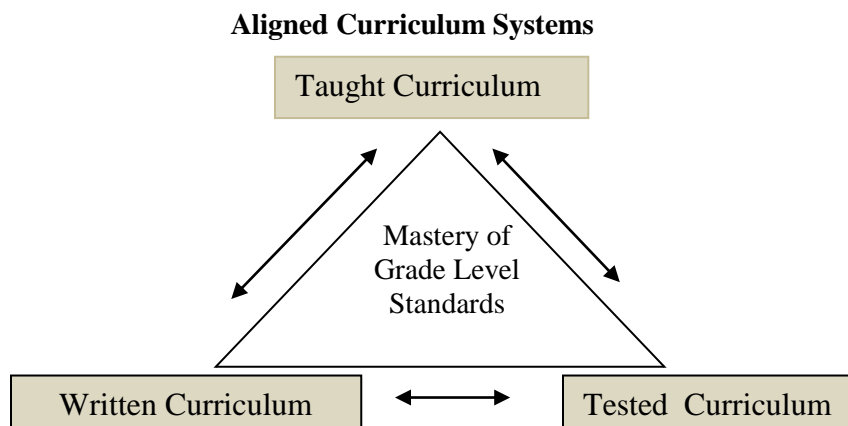
Components/Criteria	Score	
	Possible (60)	Earned
1. Basic Academic Scrapbook: Organized for high utility and followed design specifications.	14	
2. Standards-Based Vocabulary List (High Utility Words, High Stakes Assessment Words and Content Words for Reading Comprehension & Writing Strategies) and Leadership Reflection: <ul style="list-style-type: none"> ◆ Vocabulary list is complete and appropriately sorted ◆ Reflection stated the most important/significant insights and learning as a result of this assignment and a thoughtful explanation as to why this information, insight and/or learning will be important to you as a leader ◆ Attached copies of standards pages (content and context) 	8	
3. Question and Response Frames and Leadership Reflection (one standard) <ul style="list-style-type: none"> ◆ Three or more question and response frames (with student rationale) designed in alignment with content and context of the selected standard ◆ Reflection stated the most important/significant insights and learning as a result of this assignment and a thoughtful explanation as to why this information, insight and/or learning will be important to you as a leader ◆ Attached copies of selected standard pages (content and context) 	8	
4. Five Item Assessment (multiple choice/one standard) & Leadership Reflection <ul style="list-style-type: none"> ◆ Designed a five item multiple choice assessment at the appropriate rigor for one selected standard ◆ Reflection stated the most important/significant insights and learning as a result of this assignment and a thoughtful explanation as to why this information, insight and/or learning will be important to you as a leader ◆ Attached copies of selected standard pages (content and context) 	8	
5. EDI Lesson, Resource List and Reflection <ul style="list-style-type: none"> ◆ Direct instruction lesson reflects depth of thought and includes critical lesson elements aligned to the selected standard ◆ Resource list is aligned to support the selected standard and includes at least four resources ◆ Reflection stated the most important/significant insights and learning as a result of this assignment and a thoughtful explanation as to why this information, insight and/or learning will be important to you as a leader ◆ Attached copies of selected standard pages (content and context) 	10	
6. Comprehensive Academic Scrapbook Process Reflection <ul style="list-style-type: none"> ◆ Two to three-page reflection thoroughly addresses the value of the Academic Scrapbooking process; the candidate's significant learnings and key insights; and the ways teachers, site or district leaders could use the Academic Scrapbooking process to improve student achievement in their school 	12	
Comments:	Overall Score	

EAD 272: Seminar in Advanced Curriculum Design and Development
Signature Assignment 2: Classroom Learning Walks
(Embedded Fieldwork)

Purpose

The purpose of this assignment is to develop the candidate's knowledge and skill in the collection and use of classroom learning walk data to improve teacher practice and accelerate student learning.

Context



The Aligned Curriculum Systems Model maintains that student achievement is optimized when the *written (intended) curriculum*, *taught (implemented) curriculum* and *tested (assessed) curriculum* are aligned in content, context, cognition and rigor. Building an instructional system grounded in this model is a key responsibility of site and district instructional leaders.

Classroom learning walks focus on the instructional phase, the taught curriculum, of the Aligned Curriculum Systems Model. There are many reasons for classroom visits and approaches using a more informal “drop-in” process. In this course, the learning walk will focus on elements of effective instruction and feedback to inform leadership efforts to improve grade-level and school-wide instruction. In subsequent classes, students will focus on the use of classroom walk-through techniques to coach individual teachers.

Outcomes

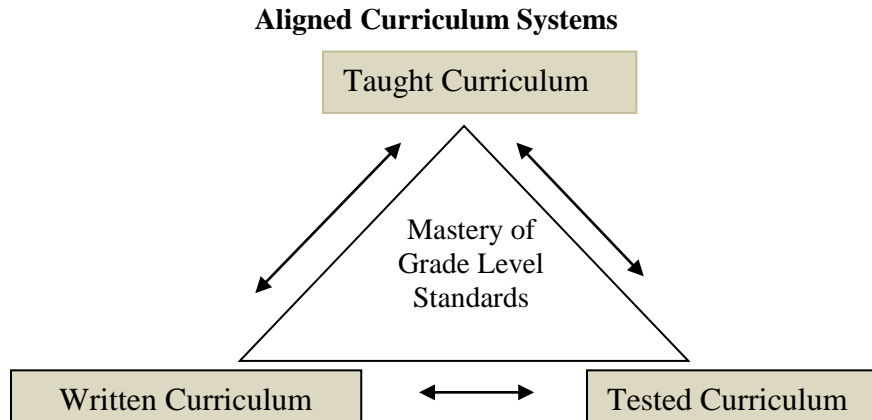
- Participate in instructor-guided classroom learning walks at two levels, one at the elementary level and one at the secondary level (visiting at least 6 classrooms at each level).
- Gather specific data relative to elements of effective design and delivery: learning objective (that posted, that being taught and student practice), alignment of learning objective to grade level/course standard, identify check for understanding strategies, student engagement, teacher activity, and any site-specific instructional strategies.
- Develop data charts for each level and report the data from the learning walks.
- Analyze the gathered data, compare to what the candidate knows about effective instruction, and discuss how the data collected could be used to improve and accelerate student learning. If you were the instructional leader at each of these sites, discuss how you would share the information and the actions you would take.

EAD 272: Seminar in Advanced Curriculum Design and Development
Signature Assignment 3: Formative Assessment Matrix

Purpose

The purpose of this signature assignment is to develop and deepen the knowledge and skill of future site and curriculum leaders in the role formative assessment data to guide instructional decision-making and support the learning of ALL students.

Context



The Aligned Curriculum Systems Model maintains that student achievement is optimized when the *written (intended) curriculum*, *taught (implemented) curriculum* and *tested (assessed) curriculum* are aligned in content, context, cognition and rigor. Building an instructional system grounded in this model is a key responsibility of site and district instructional leaders.

The tested curriculum is broader than the high stakes state-mandated assessments (i.e. STAR or CAHSEE). The tested curriculum includes an array of informal and formal assessments, many of these instruments designed by individual teachers or grade level/course teams (i.e. professional learning communities, accountable communities or instructional leadership teams). At the classroom level, teachers may develop and use a variety of informal assessments or quizzes to monitor students' mastery of the new learning. At the grade level/course team level, common formative assessments generate data that are shared among team members. Data is transformed into information and knowledge through team dialogue. Their analysis generates an action plan, guides intervention and guides new SMART goals oriented to more students' mastery of grade level standards.

Effective instructional leaders understand the complexities and power of comprehensive systems of informal and formal formative assessment. The purpose of this assignment is to enrich the analytical skills of future leaders relative to site-specific formative assessment.

Outcomes

As a result of this assignment, candidates will develop the knowledge and skill to:

- ◆ Inventory formative assessment practices for a given school site.
- ◆ Organize formative assessment profile into a matrix or data graphic, including subject areas, grade level/course and frequency of administration
- ◆ Read a formative assessment data matrix and make observations about the data.

- ◆ Analyze formative assessment data and discuss in a narrative.
- ◆ Use formative assessment information and analysis to develop a recommendation for improving formative assessment practices in a manner that will improve teachers' instruction and students' learning.
- ◆ Align analysis with STAR Test data.

EAD 272: Seminar in Advanced Curriculum Design and Development
Embedded Fieldwork Assignments

♦ **Embedded Fieldwork Assignment 1: Site Leader Interview Regarding Guaranteed and Viable Curriculum**

Time: 4 hours

Final Product: Interview protocol data sheet and related artifacts; Analytical essay

Interview a site administrator regarding their understanding and implementation of Marzano's guaranteed viable curriculum. Your instructor will provide an interview protocol including a common set of questions that will be posed by all students. Collect artifacts as appropriate. Write a summary of what you learned and what leadership actions you would recommend to deepen the effective implementation of a guaranteed, viable curriculum.

♦ **Embedded Fieldwork Assignment 2: Classroom Learning Walks**

Time: 10 hours

Product: Walk through observation forms tabulating aspects of quality lesson design/delivery and written data presentation and analysis.

As a signature, embedded fieldwork assignment, candidates will participate in classroom learning walks at two levels, elementary and secondary. Candidates will gather learning walk data using instructor provided form and provide a written data presentation, analysis of findings and leadership actions/next steps.

♦ **Embedded Fieldwork Assignment 3: Design a Faculty In-Service**

Time: 6 hours

Final Product: PowerPoint and handouts for faculty in-service and Presentation

Working in teams of two, design a faculty in-service addressing one of the topics provided by your instructor. Topics will be drawn from course textbooks. Include in your presentation what all learners (audience) will be expected to know and do and site implementation plan. Follow the template provided for quality staff development presentation. Present your final product to an audience.

EAD 272: Embedded Fieldwork Assignment 1
Site Leader's Interview Regarding Guaranteed and Viable Curriculum
Final Product: Analytical Essay/Executive Summary and Appendix (Completed interview protocol data sheets and related artifacts)

Assignment

Interview a site administrator regarding their understanding and implementation of Marzano's guaranteed and viable curriculum. Your instructor will provide an interview protocol including a common set of questions that will be posed by all students. Collect artifacts as appropriate. Write a summary of what you learned and what leadership actions you would recommend to deepen the effective implementation of a guaranteed, and viable curriculum.

Project Directions

1. Establish an interview with a site administrator (principal, vice principal, learning director or GIS). You will need AT least 30 minutes with the administrator and, if their schedule permits, make a one hour appointment.
2. When you begin your interview, explain to the site administrator that you will ask him/her to respond to six statements about the school's curriculum.
3. For each statement, a separate response sheet is provided. First, ask the site administrator to give a rating response to the statement and the interviewer will enter the rating on the form. Secondly, ask the site administrator to describe what leader actions/behaviors and/or teacher action/behaviors support or evidence the statement. Record qualitative responses in the graphic organizer below the rating scale. Finally, ask the site administrator what written documents, if any, evidence or demonstrate the given statement. Write the title of the documents at the bottom of the form and obtain a copy of identified documents to include in the appendix of the project.
4. You will pose five questions to the administrator for each of the six statements.
5. Complete each prompt sheet:
 1. Enter your name in the header
 2. Complete the subject profile on the top of each sheet
 3. Read the statement to the administrator and ask the interviewee to rate, on a scale of 1 to 4, to what extent the statement aligns with practices at their school site.

4. If the administrator's rating is 2, 3 or 4, ask the interviewee to give a brief description/examples of leader behaviors/actions that support/produced this rating.
5. If the administrator's rating is 2, 3 or 4, ask the interviewee to give a brief description/examples of teacher behaviors/actions that support/produced this rating.
6. Ask administrator, what written documents evidence or demonstrate the implementation of the given statement and can you get copies of identified documents? Write the title of the documents at the bottom of the response form. Label these artifacts: Code each document in the upper right corner (research last name/question number). Attach the documents to the cover/each response sheet.
7. Add any other quotes on the back of the data/response sheet, if appropriate.
8. At the conclusion of the interview, ask the administrator if he/she has any other comments to add.
9. Thank the administrator for his/her time and candor. Write a personal note of thanks.
10. After you have left the interview, confirm the list of the documents noted at the bottom of each form with the document provided to you. Revise as needed.

Write-Up

Organize the survey rated data in a graph/chart.

Write a 2-3 page executive summary.

Include:

- (1) Your findings (charts/graphs and narrative).
- (2) A couple "next step" recommendations for this system to deepen the implementation of a guaranteed and viable curriculum.
- (3) Your reflection: key learning and insights—Statements of your most significant learnings and insights as a result of this assignment.

Attach to the back of the executive summary an appendix that includes your completed interview forms and all artifacts/documents provided by the site leader.

Administrator's Job Title: _____

_____ Date: _____

Circle One: Elementary

Intermediate

High School

The extent to which . . .

Statement 1:

The curriculum content in English/language arts that is considered essential for all students to master has been identified and communicated to all teachers.

1=Not At All	2	3	4=To a Great Extent
Administrator/Leader Actions and/or Behaviors		Teacher/Leader Actions and/or Behaviors	

List the title of documents that were provided in response to Statement One.

Administrator’s Job Title: _____
_____Date:_____

Circle One: Elementary Intermediate High School

The extent to which . . .
Statement Two: **The curriculum content in mathematics that is considered essential for all students to master has been identified and communicated to all teachers.**

1=Not At All	2	3	4=To a Great Extent
Administrator/Leader Actions and/or Behaviors		Teacher/Leader Actions and/or Behaviors	

List the title of documents that were provided in response to Statement Two

Administrator's Job Title: _____

Date: _____

Circle One: Elementary Intermediate High School

The extent to which . . .

Statement 3: Processes to monitor (check) both teachers' implementation of the essential curriculum and students' progress towards mastery of essential curriculum are in place.

1=Not At All	2	3	4=To a Great Extent
Administrator/Leader Actions and/or Behaviors		Teacher/Leader Actions and/or Behaviors	

List the title of documents that were provided in response to Statement Three.

Administrator’s Job Title: _____
_____Date:_____

Circle One: Elementary Intermediate High School

The extent to which . . .

Statement 4: **The design of the curriculum prepares students for success on high stakes testing.**

1=Not At All	2	3	4=To a Great Extent
Administrator/Leader Actions and/or Behaviors		Teacher/Leader Actions and/or Behaviors	

List the title of documents that were provided in response to Statement Four.

Administrator’s Job Title: _____
_____Date:_____

Circle One: Elementary Intermediate High School

The extent to which . . .

Statement 5: **The design of the curriculum prepares students for success at the next grade/course level.**

1=Not At All	2	3	4=To a Great Extent
Administrator/Leader Actions and/or Behaviors		Teacher/Leader Actions and/or Behaviors	

List the title of documents that were provided in response to Statement Five.

Administrator’s Job Title: _____
_____Date:_____

Circle One: Elementary Intermediate High School

The extent to which . . .

Statement 6: **The school team has organized and paced the curriculum to ensure that all students master the essential grade level/course standards.**

1=Not At All	2	3	4=To a Great Extent
Administrator/Leader Actions and/or Behaviors		Teacher/Leader Actions and/or Behaviors	

List the title of documents that were provided in response to Statement Six.

SAMPLE Site Leader Interview and Executive Summary: Guaranteed and Viable Curriculum
Embedded Fieldwork Assignment 1 - - Scoring and Feedback Sheet

Assessment Criteria	Scoring/Feedback (40 Total Points)
<p><u>EXECUTIVE SUMMARY (35 points)</u></p> <p>FINDINGS (15 points)</p> <ul style="list-style-type: none"> ◆ Graph/Chart depicting administrator responses for survey statements ◆ Narrative description of quantitative findings ◆ Description of leader actions/behaviors and/or teacher action/behaviors that support the development and implementation of a guaranteed and viable curriculum <p>NEXT STEP RECOMMENDATIONS (10 points)</p> <ul style="list-style-type: none"> ◆ Two-three appropriate next steps for the school site system to deepen the implementation of a guaranteed and viable curriculum ◆ Based on interview data <p>REFLECTION (10 points)</p> <ul style="list-style-type: none"> ◆ In-depth and insightful relative to the most important/significant insights and learning as a result of the assignment ◆ Includes a leadership perspective 	
<p>APPENDIX (5 points)</p> <ul style="list-style-type: none"> ◆ Includes completed interview forms for each of the 6 survey statements ◆ Includes artifacts/documents provided by the site leader 	
<p>This is a graduate course. Prior to submission, proofreading and editing are expected.</p> <p>Deductions:</p> <ul style="list-style-type: none"> • Is the paper error-free relative to spelling, grammar, punctuation, syntax, and/or logic? 	
<p>Comments:</p>	<p>Total:</p>

**EMBEDDED FIELDWORK ASSIGNMENT 2:
CLASSROOM LEARNING WALKS
SAMPLE CLASSROOM LEARNING WALK DATA COLLECTION TOOL**

Teacher:		Room #:
Grade:	Course:	School:
Date of Observation:	Time of Observation:	Observer:
Students Oriented to the Work		
Rating of students orientated to the work ___All ___Most ___About Half ___ Some ___ Few		
CONTENT STANDARD/Learning Objective <i>what are students learning; verb and key concepts</i>	CONTEXT <i>how students expected to respond/assignment/artifact</i>	

CALIBRATION - - Below At Above	CA Content Standard:
Observation Data	
___ Lesson standard is posted & identified	___ Standard/learning objective known by students
___ Standard/objective is being taught	___ Standard/learning objective assessed
___ Checks for Understanding	___ Teaching Strategies
___ Student Engagement Strategies	___ Differentiation Strategies
Technology/Teacher Use: OH/DC PP SB CRS MM IN AS	
Technology/Student Use: CU PP CRS OH/DC SB	
OH/DC Overhead/Docucam PP Power Point SB Smart Board CRS Classroom Response System MM Movies/Videos/Tapes IN Internet CU Computer Use AS Amplification Systems	

Comments:

EMBEDDED FIELDWORK ASSIGNMENT 2:
CLASSROOM LEARNING WALKS
SAMPLE CLASSROOM LEARNING WALK DATA COLLECTION TOOL
3 Column Note Taking Tool

Notations Time, ???'s, Labels	Teacher Actions and Quotes	Student Actions and Quotes

EAD 272

Embedded Fieldwork Assignment 3: Preparing A Faculty In-Service

Purpose

There are two purposes for this assignment:

Engage candidates in an authentic experience in preparing a quality teacher training event appropriate to the parameters of a site-based training effort.

Create a process where candidates examine and discuss the application of seven principles in developing a master teacher mindset.

Outcomes

As a result of this assignment, candidates will:

Develop knowledge of Jackson's *Mastery Teacher Mindset* and key elements of a system in which all students succeed at rigorous levels.

Examine and develop expertise in the content and application of one mastery principle.

Develop knowledge and skill relative to adult learning and design a 45 – 60 minute faculty in-service (training) that meets critical criteria to successfully engage adults and builds individual and collective adult capacity to apply a designated mastery principle.

Electronically share resources (power points and handouts generated by classmates) to deliver all training modules at current or future sites.

In-service Guidelines

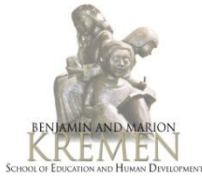
1. Become an expert in a designated Mastery Principle.
2. In collaboration with one or two other classmates, design a Mastery Principle Module for a 45 to 60 minute training/professional learning experience. Module should focus on the development of the Mastery Principle concept and skill and actions to apply the principle.
Electronically submit module to X by X.
3. Present Faculty In-Service Module on X. Every group member should be an active participant in the presentation. Condense in-class presentation to a MAXIMUM of 25 minutes.
4. In crafting your module/presentation, consider the elements of a good lesson plan:
 - Clear outcomes
 - Grounding or anticipatory set
 - Critical vocabulary with a check for understanding

- Concept development (the Principle) which can be enhanced by providing examples, non-examples, common or critical attributes; this phase should also be supported by checks for understanding. Include why this information is important and how it can promote the school's current priorities.
 - Opportunity for participants to interact with the big ideas.
 - Closure
 - Evaluation: Feedback on how well the faculty mastered the critical concepts you shared. Evaluation of the quality of the lesson.
4. Consider the components of module design:
 - Framing the Learning
 - Coherence Building Slides
 - Elements of Content Delivery
 - Application
 - Closure to Presentation
 - Session Wrap Up and Evaluation
 6. Consider the needs of adult learners when you craft your module. Adults require active engagement and time to process new information. For every ten minutes of content you deliver, you should provide for at least two minutes of time for dialogue and/or reflection.
 7. You will create a power point to introduce and guide your presentation. However, this should not be a lecture! Do not read power point slides to participants. Slides should visually engage your learners but the speaker should enhance the content of the slides. You are allowed a MAXIMUM of 18 slides.
 8. Adult participants should have ample time to engage in a structured activity around the new learning. Some options include charting; think-write-pair-share; poster and gallery walk; or simulation.
 9. Provide both a closure and session wrap-up process. Wrap-up your presentation with individual or group next step commitments.
 10. Create an evaluation for participants to complete that addresses what they learned and how they valued the teaching structure of the workshop.
 11. Create ALL necessary handouts and provide copies of all handouts and a copy of your power point for each of your classmates.

PowerPoint template. Students will use the common power point slide format posted on Blackboard.

EAD 272: SAMPLE Scoring Sheet for Faculty In-service

Presenters' Names: Evaluator Name: Scoring Criteria	Rating Scale <i>Circle rating for each criterion.</i> 0 = Does Not Meet Expectation 1 = Somewhat Meets Expectation 2 = Meets Expectation 3 = Exceeds Expectation
Workshop outcomes were clearly stated.	0 1 2 3
Grounding activity linked current priorities to the content of the workshop.	0 1 2 3
Key/Critical vocabulary was identified and explained.	0 1 2 3
Big ideas/concepts of the Principle were presented and understanding developed.	0 1 2 3
Training module addressed the “yes buts”.	0 1 2 3
Module identified and developed the teacher actions that would evidence application of the mastery principle.	0 1 2 3
Training module included appropriate checks for understanding.	0 1 2 3
Training module structured time for participants to reflect on and consider the key ideas.	0 1 2 3
Training module fully engaged all adult learners.	0 1 2 3
Training module included an aligned closure to the presentation.	0 1 2 3
Training/Workshop included an assessment of participant learning.	0 1 2 3
Workshop included an evaluation of participant’s reflection on the quality of the workshop and their next steps commitment.	0 1 2 3
PowerPoint was visually effective and not too wordy.	0 1 2 3
Time was well managed.	0 1 2 3
Handouts were high quality.	0 1 2 3
Presentation linked to other mastery principles in the book.	0 1 2 3
Presentation addressed critical ideas relative to developing and applying the mastery principle.	0 1 2 3
Overall Holistic Score: <input type="checkbox"/> Does Not Meet Expectation <input type="checkbox"/> Meets Expectation <input type="checkbox"/> Somewhat Meets Expectation <input type="checkbox"/> Exceeds Expectation	
Comments:	Total Points _____



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

Syllabus for EAD 262
Educational Leadership
3 units

Course Catalog Description

Initial course in education leadership; Development of knowledge and skills essential to organizational leadership.

Course Description

The course encompasses the development of knowledge and skills essential to education organizational leadership, and specifically to develop educational leaders who can create school cultures that are conducive to student learning for all students.

Class Information

Date and Time

Classroom number

Instructor

Instructor Email

Instructor Phone #

Office hours:

Prerequisites

The prerequisite for this course is EAD 261.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing (CCTC) for the Preliminary Administrative Services Credential, and the Standards of the National Council for Accreditation of Teacher Education (NCATE).

6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others reflective activities, and addresses the need for reflection across the program. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the

performance of staff and the contributions of all adults in the service of the shared vision of the school community. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6(b)(6) The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

6I(4) The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills. (Also NCATE 1.2, 1.5, 1.6, 2.8, 3.3)

6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

10(d) Each candidate can identify and address barriers to accomplishing the vision. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students are the core purpose. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3)

14I Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school. (Also NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

Required Texts and Instructional Materials

Marzano, Waters, and McNulty, (2005). *School Leadership that Works*. ASCD.
Covey, Steven M.R. (2008). *The Speed of Trust*. Free Press
Bennis, Warren, (2009). *On Becoming a Leader*. Basic Books.

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week**, preferably several days before the class, during the entire semester.

Signature Assignments

There are 3 Signature Assignments for this course: Leadership Characteristics; Development of Personal Vision; and 12-Step Decision-Making and Reform Plan. The templates and requirements for each of those assignments are included at the end of this syllabus.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations

B = Graduate quality; meets expectations

C = Below expectations

F = Does not meet program requirements

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

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Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Class Sessions	Seminar Content Focus	Homework/Actions: Outside Class Sessions
Session 1	Introduction to the course and to leadership	Readings: Bennis Ch. 1
Session 2	Identifying your leadership: 360 degree assessment	DeWitt Jones video. Select persons to complete the 360 degree assessment

Session 3	Refining your leadership: 4 foci	Reading: Covey and Bennis
Session 4	Refining your leadership: Values and goals	Reading: Covey and Bennis
Session 5	Refining your leadership: Personal vision	Write a draft of your personal vision statement Reading: Bennis
Session 6	Refining your vision: 13 behaviors	Reading Covey, Bennis
Session 7	Refining your vision: Analysis of the 360 degree assessment	Analysis of needs assignment Reading: Covey, Bennis
Session 8	Leadership research: 1 st order change	Reading: Marzano, Bennis
Session 9	Leadership research: 2 nd order change	Reading Marzano
Session 10	Leading reform 1: The 12 steps decision-making protocol	Reading Marzano Write the protocol
Session 11	Leading reform 2: Developing a reform plan	ReWrite the planading Marzano
Session 12	Presentations: Reform planning	Reading: Posted readings
Session 13	The real world of leadership: Video and discussion	View video and posted readings
Session 14	Putting it all together: From Teacher to Leader	Reading: Posted readings
Session 15	Presentations: My transformation to a leader	Final paper

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 262
SIGNATURE ASSIGNMENT 1a
Leadership Characteristics – 360 Degree Feedback Process

360 Degree Feedback is a system or process in which employees receive feedback from the people who work around them. “360” refers to the [360 degrees](#) in a circle, with an individual figuratively in the center of the circle. This typically includes the employee’s supervisor, peers, and direct reports. The person receiving feedback also fills out a self-rating survey that includes the same survey questions that others receive in their forms.

Organizations and individuals use 360 feedback surveys to get a better understanding of their strengths and weaknesses. Feedback recipients gain insight into how others perceive them and have an opportunity to adjust behaviors and develop skills that will enable them to excel at their jobs.

For the purpose of this assignment, you will ask one supervisor, one site colleague, and one additional person to complete the 360 Degree Feedback Assessment. You will also fill out the same survey questions about yourself, for a total of 4 forms. After the surveys are complete, you will look for areas of overlap for both the Good and Areas of Opportunities and write them on the final table. The last part of the assignment is a 1-2 page reflection on what you found out about yourself through this process and how you will use this information.

The following format may be a helpful tool in completing this assignment.

EAD 262
SIGNATURE ASSIGNMENT 1a
 Leadership Characteristics Assignment
 360 Degree Feedback Process

Feedback for _____

(Name)

Completed by (Check only one): _____ Administrator _____ Peer _____ Cohort Member

The above named individual is a master's degree student in the Educational Leadership and Administration program at California State University Fresno and is asking you to participate in a 360 Degree Feedback process. 360 Degree Feedback is a system or process in which employees receive feedback from the people who work around them. "360" refers to the [360 degrees](#) in a circle, with an individual figuratively in the center of the circle. This process typically includes the employee's supervisor, peers, and direct reports. Organizations and individuals use 360 feedback surveys to get a better understanding of their strengths and areas of opportunity (areas that can be enhanced or improved). Feedback recipients gain insight into how others perceive them and have an opportunity to adjust behaviors and develop skills that will enable them to excel at their jobs. Please feel free to take the opportunity to discuss your feedback with the above named candidate.

Please identify the top ten GOOD Leadership Characteristics for this individual.	Please identify the top ten Leadership Characteristics OPPORTUNITIES for this individual.

EAD 262
SIGNATURE ASSIGNMENT 1a
Leadership Characteristics Assignment
360 Degree Feedback Process
Self – Assessment

Please identify YOUR top ten GOOD Leadership Characteristics.	Please identify YOUR top ten Leadership Characteristics OPPORTUNITIES.

EAD 262
SIGNATURE ASSIGNMENT 1a
 Overlap of Characteristics from Self-Assessment and Other Assessments

Prioritize the GOOD list by listing first those that were identified by all or most of the participating members, including yourself.	Prioritize the OPPORTUNITIES identified by all or most of the participating members, including yourself.

EAD 262
SIGNATURE ASSIGNMENT 1b
Reflection Paper

Write a reflection paper that is a reflection about the transformation process of that individual from a teacher (or manager) to a leader. Discuss how your perceptions of your leadership ability differ from the perceptions of the individuals who participated in the assessment exercise. Base your reflections on the data you have from all the assessments.

How will you become more leader-focused based on what you have learned during this course. What areas do you still need to work on?

EAD 262
SIGNATURE ASSIGNMENT 2
Development of Personal Vision

Candidates will develop their personal vision statements after reflection and deliberation about their values and goals. (CTC 6.a.1, 6.a.2, 6.a.3, 10.d; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)

The following process should be used in developing the personal vision statement.

Step 1

Imagine achieving results in your life that you deeply desire. In order to begin to develop your personal vision, answer these questions:

What words would you use to describe your life goals?

What would achieving your desired life goals look like?

How would it feel to achieve your desired life goals?

Step 2

Answer the following questions:

Self-image: If you could be exactly the kind of person you wanted, what would your qualities be?

Tangibles: What material things would you like to own?

Home: What is your ideal living environment?

Health: What is your desire for health, fitness, athletics, and anything else to do with you physical appearance and well-being?

Relationships: What types of relationships would you like to have with friends, family, co-workers, colleagues and others?

Work: What is your ideal professional or vocational situation? What impact would you like your work-life to have?

Personal Pursuits: What would you like to do in the areas of individual learning, travel, reading or any other activities outside work?

Community: What is your vision for the community or society in which you live? What impact do you personally want to make on your community or society?

Other: What else, in any area of your life, would you like to do, create, or contribute?

Life Purpose: Imagine that your life has a unique purpose – fulfilled through what you do, your relationships, where you live, and through your contributions to your community. Describe that purpose as an additional reflection of your life aspirations.

Part 3

Write your personal vision (what do you stand for) as it relates to the values that you have defined above.

Part 4

Summarize your personal vision into a short, powerful statement that is easy for you to remember.

EAD 262
SIGNATURE ASSIGNMENT 3a
12-Step Decisions

Identify an important decision related to a reform that needs to be made at the candidate's work site and prepare a paper that walks through the 12 steps for making decisions about that identified reform. Use the following format in the decision-making process.

PLANNING

1. What is the issue?
 - > Who owns it?
 - > What is the underlying goal?
2. How much discretion do I have to take action or not?
 - > Must this issue be dealt with?
 - > How strongly do I personally feel about it?
3. Who will make the preliminary and the final decision from these options?
 - > An individual or group above me in the district
 - > Me, as administrator/leader unilaterally
 - > Me, as administrator/leader with staff input
 - > Me, as administrator/leader and staff by consensus
 - > Staff with input from me
 - > Staff by consensus
 - > Staff by vote
 - > Subgroup of staff with input from others
 - > Subgroup of staff unilaterally
 - > Individual staff members unilaterally
4. How will I communicate clearly who will make the decision?
 - > What are the constraints that will affect the scope or content of the decision?
5. What are the non-negotiable values that I want to maintain?
 - > Why are they non-negotiable?
 - > How will I communicate this?

DECIDING

6. What will be the impact of the decision?
 - > On whom?
 - > How will that be communicated over time?
7. Whose working conditions will be affected and how will I involve them?
8. What is the timeline for deciding?
 - > For implementing?
9. Decide. What is my explicit statement of the decision, summarizing all key points?
10. How and when will the decision-making groups revisit, evaluate, and revise the decision?
11. How will I communicate the reasons for the decision to all affected parties, including how their input was used?
12. How will I monitor and support the day-to-day implementation of the decision?
 - > How will I communicate these plans to everyone involved?

LEADERSHIP SKILLS FOR SECOND-ORDER CHANGE

13. Which responsibilities will I seek to fulfill?
14. What specific actions will I take to fulfill each responsibility?

EAD 262
SIGNATURE ASSIGNMENT 3b
Reform Plan

Using the reform identified in Signature Assignment 3a, develop a plan for the implementation of that reform. The plan should use elements of the reform model used in class and should use the following definitions and format.

Definitions:

Background/Current Reality

Where have you been? What is the history? What is the current context?

Background/Current reality can be established at the recognition of a challenge, or in the reflection stage of the cycle of continuous improvement. You wouldn't be writing a plan if you didn't think there was a challenge to tackle. However, your audience may not have had the luxury of pondering or even living the issue. You must be persuasive. You must leave the reader hoping for a resolution. If you can't state your case, then perhaps you don't have one.

Vision/Theory of Action

A Theory of Action is a statement that describes a purposeful approach that guides our daily actions toward our goals.

Based on research, best practices, and your group's good thinking, where do you want to be in five years?

If you cannot dream it, you cannot articulate that dream in the form of a good narrative and tangible goals, then you will be forever starting in the middle. This is the time to use your collective experience and intelligence to collaborate.

Document the ideas of the group, research best practices, and consolidate them into a shared vision.

Goal

A goal is a purpose toward which your strategies and tasks are directed. What is your objective or intention?

- 4. Measurement**
Measurement is an evaluation, metric, or definite quantity. What tools will you use to measure successful attainment of your goal(s)?

- 5. Strategy**
A strategy is a plan of action intended to accomplish a specific goal. How will you execute your plans as effectively as possible?

Task

A task is a smaller piece of work assigned or performed to reach the overarching goal(s). What are the discrete actions, timelines and owners?

Using the following template, design your Reform Plan.

Reform Plan

Background

The background/current reality

Vision/Theory of Action

Goals

A

B

C

D

Goal 1 – Name of Goal 1

Measurements

A

B

C

D

Strategy 1:

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 2:

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 3:

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 4:

Tasks	<u>Timeline</u>	<u>Owner</u>

Goal 2 – Name of Goal 2

Goal 2

Measurements

- A
- B
- C
- D

Strategy 1: Name

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 2: Name

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 3:

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 4:

Tasks	<u>Timeline</u>	<u>Owner</u>

Goal 3– Name of Goal 3

Measurements

- A
- B
- C
- 4D

Strategy 1: Name

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 2: Name

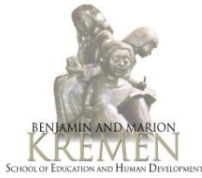
Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 3: Name

Tasks	<u>Timeline</u>	<u>Owner</u>

Strategy 4: Name

Tasks	<u>Timeline</u>	<u>Owner</u>



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

***Syllabus for ERA 288
Measurement and
Program Evaluation 3
units***

COURSE DESCRIPTION

Procedures and issues involved in the measurement and evaluation of educational programs. Applications in educational settings are emphasized.

Students will apply the theoretical and practical knowledge gained through assigned readings, lectures and other assignments to design a program evaluation proposal. In addition, students will be able to interpret standardized test score reports, locate reviews of published tests, and evaluate the reliability, validity, appropriateness and usefulness of assessment instruments typically used in program evaluation and other professional activities.

Class Information

Date and Time

Instructor

Instructor Phone #

Classroom number

Instructor Email

Office hours:

Prerequisites

The prerequisites for this course are admission to the Educational Leadership and Administration Program and the following courses: EAD 261 and EAD 272.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

1. Each candidate develops knowledge and skill to be a critical consumer of educational research and to use research and site-based data to design, implement,

support, evaluate, and improve instructional programs and to drive the professional development of staff. 6(b)(2)

2. Each candidate develops the knowledge and skill to evaluate the effectiveness of an instructional program using data and accountability systems. 6I(3)
3. Each candidate develops the knowledge and skill to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access. 6(e)(2)
4. Each candidate develops the knowledge and skill to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. 10(a)
5. Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students. 11I
6. Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning. 11(j)
7. Each candidate develops the knowledge and skill to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction. 12(j)

Required Texts and Instructional Materials

Popham, W.J. (2008). *Classroom assessment: What teachers need to know*. (ISBN 978-0-205-51075-7)

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week**, preferably several days before the class, during the entire semester.

Signature Assignments

There are 4 Signature Assignments for this course: Website Review; Program Evaluation Preparation (Program Description and Stakeholder and Evaluation Questions); Assessment Instrument Evaluation Paper; and Program Evaluation Plan

Paper and Presentation. The templates and requirements for each of those assignments are included at the end of this syllabus.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations (900+ of possible points)

B = Graduate quality; meets expectations (800-899 of possible points)

C = Below expectations (700-799 of possible points)

F = Does not meet program requirements (D = 600-699 and F = < 600 of possible points)

Missed classes (for any reason) that result in missed in-class activities may not be made up. Missed in-class activities = missed points that cannot be made up.

Assignments turned in late will have points deducted at the rate of -1 point per day late. Late assignments will not be accepted more than 3 weeks after the due date (and 0 points will be assigned).

Incomplete (I) Grade. University policy requires that in order for a student to be eligible for an I (Incomplete) grade, the student must have completed at least two-thirds of the required coursework with a passing grade. Lack of completion must have been caused by unforeseen, fully justified reasons.

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a

computer workstation and the necessary communication links to the University's information resources."

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf.

Digital Campus course web sites may contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

The following topics will be covered: basic concepts & terms; definition of program evaluation & data-based decision making; issues & concerns; program evaluation models; methods & procedures; types of assessment; types of data; evaluation design & methodology; measurement & assessment; assessment reliability, validity; data gathering; data analysis; reporting results; and, using evaluation results. This will be a seminar-style course. The expectation is that students will have completed the assigned readings and other assignments before each class and will be prepared to discuss applications of information to their selected program evaluation area.

Class Sessions	Seminar Content Focus	Homework/Actions: Outside Class Sessions
Session 1	Review of course & Program Evaluation; Program evaluation overview; key concepts	Individual meetings with instructor. Assigned Reading

Class Session 2	Orientation to CSUF & other electronic databases; Review of course & Program Evaluation; Program evaluation overview; key concepts;	Individual meetings with instructor. Assigned Reading
Class Session 3	Measurement & assessment concepts	Individual meetings with instructor. Assigned Reading
Class Session 4	Measurement	Assigned Reading DUE: Review of a website that provides evaluations of assessment instruments. DUE: Description of a program or intervention – the focus of your evaluation plan for term paper.
Class Session 5	Measurement and Assessment	Assigned Reading
Class Session 6	Qualitative & quantitative approaches to program evaluation Class Presentations	Assigned Reading DUE: Assessment Instrument Evaluation paper and Class Presentations
Class Session 7	Planning program evaluation: Evaluation Questions	Assigned Reading
Class Session 8	Planning Program Evaluation	Assigned Reading DUE: Stakeholders & evaluation questions
Class Session 9	Program evaluation data collection designs	Assigned Reading
Class Session 10	Evaluation design: Internal validity issues	Assigned Reading
Class Session 11	Evaluation design issues	Assigned Reading

Class Session 12	Survey development & resources	Assigned Reading
Class Session 13	Program evaluation topics	Assigned Reading
Class Session 14	Presentation guidelines/tips Evaluation Plan Presentations	Assigned Reading DUE: Program Evaluation Plan term paper
Class Session 15	Evaluation Plan Presentations	

Signature Assignment 1: The student will review websites containing student achievement data for their own site and at least one other school in their district and one school in another district and present an analysis of the achievement needs of the three schools.

Signature Assignment 2: Write a description of a program to be evaluated, including the stakeholder(s) and the evaluation questions that will guide the program evaluation.

Signature Assignment 3: Write a critique of an assessment instrument that is used in schools.

Signature Assignment 4: Prepare a program evaluation and present to the class.

Signature Assignment 1

The student will gather archival data from websites (one website will be EdResults.org) on their own school and from two comparative schools at the same level in local districts. Comparative in this case means with a similar socio-economic student population. EdResults.org will provide example of similar schools. If similar school rankings are not available, the candidate will utilize schools as similar as possible.

The student will prepare an analysis of the three schools including student demographics and achievement and prepare statements of student achievement needs for each school.

ERA 288
Signature Assignment 2

Proposal for Program Evaluation

Write a description of a program to be evaluated, including the stakeholder(s) and the evaluation questions that will guide the program evaluation.

This assignment consists of completing activities 1 through 4 on Signature Assignment 4 and will be graded separately as a preliminary portion of the program evaluation

Signature Assignment 3
Assessment Instrument Evaluation & Presentation
ERA288 Measurement and Program Evaluation

Do not advocate for the assessment instrument or defend it. Provide a fair and unbiased evaluation of the instrument based on the criteria listed below. This evaluation must be based on a published assessment instrument (i.e., commercially available). It cannot be an assessment system or database system (e.g., SASI) or program (e.g., READ180 or Accelerated Reader, Avenues). It must be on an assessment instrument. If you are unsure about this criteria, check with the instructor.

The following issues & criteria must be addressed in the paper.. Address each issue. Do not combine issues. Provide evidence for each (not opinion). Write the paper in bullet/numeric format.

1. Publisher or Reference for the assessment instrument. (Max. 10 points)
2. Description of **assessment instrument**. (Max. 10 points)
3. Purposes for which the instrument was intended to be used.
(Max. 20 points)
4. Population for which the instrument was intended to be used.
Max. 20 points)
6. Evidence of reliability.
 - What types of reliability & levels (statistical) of reliability were reported?
(Max. 50 points)
7. Evidence of validity.
What types of validity & levels (statistical) of validity were reported?
(Max. 50 points)
7. Types of data or scores the instrument will yield. (Max. 20 points)
8. Your Conclusions & Recommendations supported by evidence.
 - Would you recommend that this instrument is used?
 - Why or Why not (evidence)?
(Max. 40 points)
9. Turned in on time (Oct. 5, 2009). (Max. 10 points)
9. 3-5 minute presentation to class (Max. 20 points)

Signature Assignment 4 Program Evaluation

For this paper, assume you are an evaluator that has been hired to design an evaluation of a program (or intervention). Approach this paper as if it were a proposal that you were presenting to a school board or management team. Address each of the items below. The paper should be written in number/bullet format.

Each of the following items must be addressed in the paper.

1. Describe the program or intervention to be evaluated. (Maximum 5 points)
2. Identify the Primary Stakeholders. Who needs to know or has concerns about the program (i.e., Who are the primary stakeholders)? At least one stakeholder must be an administrator. (Maximum 5 points)
3. Concerns of primary stakeholders about the program/intervention. What concerns do the primary stakeholders have regarding the program? (Maximum 5 points)
4. Convert stakeholder's concerns to Evaluation Questions. Limit three (3) evaluation questions. Develop evaluation questions that would provide stakeholders with answers to their questions or concerns about the program/intervention. Minimum two (2) evaluation questions. At least one (1) evaluation question must address the concern of an administrator. In addition, evaluation questions must be divided from among the following areas: process, context or product.
For each evaluation question, indicate:
 - a. The stakeholder(s) for the question, and,
 - b. Whether the evaluation question is a process, context or product question. (Maximum 25 points)
5. What information (data) will be needed to provide stakeholders with information that will provide an answer to each of their evaluation question(s)? (Maximum 25 points)
6. Assessment.
 - a. What assessment tools would be appropriate to measure the program/intervention effects that are related to a particular evaluation question (i.e., interviews, surveys, achievement tests, focus groups, demographic information, etc.)?
 - b. What levels of reliability and validity are reported for each assessment instrument or how will you assure that they possess acceptable levels of reliability and validity? (Maximum 50 points)
7. Procedures (What, Where, How): For each evaluation question, describe what information/data will be collected to provide answers to the question. Also,

indicate where the information will be found and how it will be collected.
(Maximum 25 points)

Evaluation Design/Methodology Issues

8. Basis of Comparison: What will provide an appropriate basis of comparison for the treatment (intervention) group you are evaluating? How will you know that any changes in the intervention group are due solely to the intervention?
- What basis of comparison did you use?
 - What would be the ideal basis of comparison?
- (Maximum 50 points)

10. Internal Validity: For each of the internal validity factors listed below, indicate whether or not it will likely be a factor in this evaluation and why (or why not):
- History
 - Maturation
 - Selection
 - Attrition
 - Regression
 - Testing (Effects of a pretest)
 - Instrumentation. (Maximum 100 points)

10. What problems or limitations may be associated with the evaluation plan?
(Maximum 5 points)

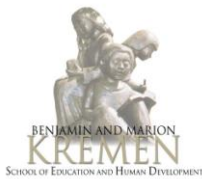
11. Table of contents/checklist. Indicate the page number where each of the following topics/issues are addressed in your evaluation plan. One topic may be addressed on more than one page. Setup the TOC exactly as illustrated below.

<u>Topic/Issue</u>	<u>Page Number</u>
Program Description.....	
Primary Stakeholders	
Concerns of primary stakeholders	
Evaluation Questions.....	
Information needed to answer evaluation questions	
Assessment	
Procedures	
Basis of comparison	
Internal validity	
Problems or limitations	

12. Turned in on time = 5 points.

Total maximum points = 300

Class presentation: Maximum points = 50



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

***Syllabus for EAD
274 Instructional
Systems and
Leadership for
Equity
3 units***

Course Catalog Description

This course is designed to equip candidates with the knowledge and skill to create systemic and systematic responses to address the diverse levels of student need and use evidence of student learning to create and deeply embed a culture of equity and continuous improvement.

Class Information

Date and Time

Classroom number

Instructor

Instructor Email

Instructor Phone #

Office hours:

Prerequisites

The prerequisites for this course are admission to the Educational Leadership and Administration Program and the following courses: ERA 288, EAD 261, EAD 262, and EAD 272.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

The candidate will develop understandings of instructional leadership theory and practices that result in the creation of an asset-based school culture and the closure of

historical achievement gaps. A major goal of the course is for the student to acquire the knowledge and skills to effectively create and lead instructional systems that promote the achievement of all students by meeting the instructional needs of unique student groups including, but not limited to, English Learners, special education students, students of poverty and gifted students.

1. The candidate develops the understanding and will be able to recognize students' specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum. 4(g)
2. The candidate develops the understanding and skill to design, implement and monitor a proactive system of student support.
3. The candidate will be able to apply knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff. 6(b3)
4. The candidate develops the understanding and skill to create, implement and evaluate a formative assessment system that transforms teaching and learning.
5. The candidate will be able to use data, including the use of technological applications, to develop, manage, and evaluate strategies to improve student achievement. 6(b4)
6. The candidate develops the knowledge and will be able to coordinate the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and will be able to lead the continual development and improvement of those programs. 11(i)

Concepts

- A. A variety of data streams, including but not limited to assessment data, reveal the failure of systems to close the achievement gap and ensure all students are optimally accessing educational opportunities. System data include attendance, bell schedules, course enrollments, technology inventories, completion of a-g requirements, semester grades, and access to high quality teachers.

B. Shift from discrepancy, “wait-to-fail” model to a proactive, supporting students along the way, “preventing failure and intervening at the first sign of struggle” model.

C. Learning is the Constant and Time & Support are the Variables

D. Appropriate responses to learning emergencies

E. Pyramid Response to Intervention—Unified System of Response/Interventions

- ◆ Academic and Social/Emotional (Positive Behavior Intervention Support—PBIS)
- ◆ Focus on Learning—Collaborative Culture—Focus on Results

Intervention models are based on the assumption that a school’s core program will almost exclusively meet the educational needs of 75% of its students, therefore, *a school that has significantly less than 75 % of its students at or above grade level proficiency (proficient or advanced) has a core problem, not an intervention problem.*

- ◆ Tier 1: Core Program
- ◆ Tier 2: Supplemental/Strategic Level
- ◆ Tier 3: Intensive Level

13. Elements of a Unified System of Response/Interventions in a PLC

- Collective responsibility of by all staff for all students
- Access to a high quality core curriculum
- True differentiation in the classroom
- Universal screening
- Analyses of student work and assessment data to evaluate overall curriculum and diagnose individual student needs
- Tiers of intervention
- Systematic, explicit, and research-based programs and methods, diagnostically chosen and taught by the most effective educators

F. Meeting Legal Requirements

IDEIA 2004

14. Improving Education for English Learners: Design, Implementation and Evaluation of Programs

Required Texts and Instructional Materials

Crawford, M., & Dougherty, E. (2003). Updraft/Downdraft: Secondary Schools in the Crosswinds of Reform. Scarecrow Education.

Buffman, A., Mattos, M. & Webber, C. (2009). Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Solution Tree Press.

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week**, preferably several days before the class, during the entire semester.

Signature Assignments

There are 4 Signature Assignments for this course: Pyramid Response to Intervention Exercises; Assessment Audit; Through the Lens Of Our Student Clients; and Seminar Session Snapshot Updates. The templates and requirements for each of those assignments are included at the end of this syllabus.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

Assist in continuing to make this course relevant for future students.

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Digital Campus course web sites may contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both

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Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Course Schedule

Class Sessions	Content Focus	Homework/Actions: Outside Class Sessions
Session 1	Overview of Course Updraft/Downdraft Equity Issues	Updraft/Downdraft, Ch. 1-3
Session 2	Accountability Systems <ul style="list-style-type: none"> • Board Policies • Data Dashboards • Cycles of Review • Race to the Top Equity Issues	Board Policies
Session 3	Gathering and Analyzing Data for Instructional Leadership <ul style="list-style-type: none"> • Beta Tools in FUSD 	Updraft/Downdraft Ch. 3
Session 4	English Learners <ul style="list-style-type: none"> • Assessments/Data • Legal Issues • Structures • Instructional Issues 	Blackboard Readings
Session 5	Gathering Analyzing Data for Instructional Leadership <ul style="list-style-type: none"> • Beta Tools in FUSD 	Blackboard Readings

Session 6	Response to Intervention <ul style="list-style-type: none"> • Academic Early Learning Special Education	Pyramid Response to Intervention
Session 7	Creating Updrafts for Kids <ul style="list-style-type: none"> • Master Scheduling • Career Readiness • Counseling Support • Programs (AP, AVID, IB) • 	Updraft/Downdraft Blackboard Readings
Session 8	Response to Intervention <ul style="list-style-type: none"> • Social Emotional Safe and Civil Schools	Pyramid Response to Intervention
Session 9	CALSA Conclave at CSU Fresno	
Session 10	Accountable Communities	The Skillful Leader 2 Blackboard Readings

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 274: Instructional Systems and Leadership for Equity
Signature Assignments

- ◆ **Signature Assignment 1 - - Pyramid Response to Intervention Exercises:**
Candidate will survey and examine school site systems Tier 1, 2 and 3 programs and develop desired outcomes and first next steps based on data analysis and information.
- ◆ **Signature Assignment 2 - - Assessment Audit:** Candidates will be given data from a fictitious high school. Data will address attendance, enrollment in gateway courses, completion of a-g courses, discipline, access to technology, access to high quality teachers, enrollment in AP courses, and participation in co-curricular programs. The data will be disaggregated by gender, ethnicity, special need and language. The candidate will analyze the data and determine where inequities exist. The candidate will write a comprehensive report of their review.
- ◆ **Signature Assignment 3 - - Through the Lens of Our Student Clients:**
Candidates will shadow a student(s) from one of the following groups—English Learners, students with disabilities, low socioeconomic background or gifted—observing the context of the observed student’s educational environment and complete a case study write-up.
- ◆ **Signature Assignment 4 - - Seminar Session Snapshot Updates:** The candidate will complete a written snapshot update for each seminar session that describes and explains the most important information/key concepts/insights and significant learning from the session, the implications this learning has for the candidate’s work as a leader, the indicators that would evidence application and use, and the direct link to supporting higher student achievement and improved student learning.

EAD 274: Instructional Systems and Leadership for Equity

Signature Assignment 1: Pyramid Response to Intervention

Purpose

The purpose of this signature assignment is to foster the candidate's ability to gather the data—policy, documents, interview, and statistical records—required for the assessment of an implemented program. In this case candidates will assess the current reality of a school's intervention program at three levels: a) short-term/ within the classroom, b) strategic/supplementary, and c) intensive.

Background

Effective school systems consider and plan the system's response when students fail to learn or the school's Response to Intervention (RtI). Effective RtI programs include an academic and behavioral component. These two components function at three levels or tiers:

- Tier I: Short term responses that usually occur under the direction of the classroom teacher.
- Tier 2: Strategic or supplementary responses that occur outside the classroom for a short and defined period of time.
- Tier 3: Intensive, long term responses that are designed to sustain support allowing the student to overcome identified disabilities or challenges and fully access the core curriculum.

Where such systems are fully in place, throughout the school teachers have a clear course of action when students experience academic failure or behavioral challenges.

Defining the Long Term Goal

The candidate will draw information from the course textbook, other course readings, and a review of the literature to build their vision of the ideal RtI program. The candidate will write a two page summary of the key elements of the ideal RtI program.

Assessing the Current Reality

To complete this assignment the candidate must have a clear understanding of the components of an effective RtI program as well as a strategy to evaluate how well an existing program measures up to the ideal. To assess the current reality of a program, leaders pose four questions:

1. Does it exist?

The candidate will seek evidence that the school has a comprehensive RtI program. By reviewing written documents showing the plan for a system that address students' academic and behavioral needs and interviewing site administrators and faculty the candidate will ascertain if the school provide for academic and behavioral support at all three levels.

2. Is it of quality?

The candidate will develop criteria for the quality of an RtI program based on their course textbook, other course readings, and their literature review. The candidate will compare the quality of their site program to the quality criteria. Gaps in the program will be identified.

3. *Is it used?*

The candidate will determine the extent to which teachers access and student use available services.

4. *Does it make a difference?*

The candidate will seek site data including assessment results and anecdotal records to determine if those students who are served through RtI experience greater academic success or make improved behavioral choices.

The candidate will write five to eight pages describing and assessing the current reality of reviewed RtI services.

Leadership Action

The candidate will develop a short term leadership plan of action. The candidate will discuss the short term action plan they would undertake to improve RtI services were they the principal of the reviewed school. The candidate will address both academic and behavior interventions at all three levels of support. The candidate will write two to three pages outlining their plan for immediate action.

Sharing the Results of the Study

The candidate will meet with principal of the reviewed school and share the results of their investigation sharing a description of the ideal program, their evaluation of the current program and their recommended administrative action plan. The candidate will summarize the results of this meeting in a one or two page reflection.

Evaluation

This assignment will be assessed using the following scale:

Defining the Long Term Goal	20 points
Assessing the Current Reality	40 points
Leadership Action	25 points
<u>Sharing the Results of the Study</u>	<u>15 points</u>
TOTAL	100 points

EAD 274: Instructional Systems and Leadership for Equity

Signature Assignment 2: Equity Audit

Purpose

The purpose of this assignment is to familiarize candidates with the processes associated with an Equity Audit.

Background

A Curriculum Management Audit was first completed by Fenwick English, Ed.D. in 1980. The purpose of a Curriculum Management Audit was to study how effectively a school system/district organized itself around the delivery of student learning. Designed around five standards—control, design, equity and connectivity, data and productivity, the Curriculum Management Audit has been used to evaluate and inform over 300 school systems in the United States and around the world. There has always been a strong message around equity associated with the Audit. The third standard originally focused on the implementation of the written curriculum and professional development. However, as auditors worked in districts across American, it became increasingly evident that there was a need for protocols specifically associated with gathering data around equity. Protocols were developed and are described in one of the course textbooks, *Equity Audits*.

Context

Candidates will be given data from a fictitious high school. Data will address attendance, enrollment in gateway courses, completion of a-g courses, discipline, access to technology, access to high quality teachers, enrollment in AP courses, and participation in co-curricular programs. The data will be disaggregated by gender, ethnicity, special need and language. The candidate will analyze the data and determine where inequities exist. The candidate will write a comprehensive report of their review.

Report of Findings

Candidates will be presented ten data displays simulating data for a high school. The data displays will be interpreted individually and collectively. For each data display students will write a list of data observations and one or two paragraphs analyzing the observed data. Candidates will consider the data collectively drawing overarching findings regarding the status of equity within the fictitious school site. Finally the candidate will write a plan of action to address identified areas of inequity and improve the access of ALL students to the educational opportunities available at the school site.

Project Report

The final project report will include the following elements:

1. Ten data displays with a list of observations and one to two paragraphs of analysis.
2. Two page analysis of the overall status of equity at the school site.
3. Two to four page recommend plan of action to address the identified inequities.

4. One page candidate reflection on personal reaction to the exercise.

Project Evaluation

Data displays with observations and analysis	50 points
Overall equity analysis	15 points
Plan of recommendation	25 points
Candidate's reflection	10 points
<hr/> TOTAL	<hr/> 100 points

EAD 274: Instructional Systems and Leadership for Equity
Signature Assignment 3:
Through the Lens of Our Student Clients

Purpose

Candidates will develop a deeper understanding of the school life of English Learners by anonymously shadowing a second language student throughout one school day.

Background

Meeting the academic needs of English Learners is one of the greatest challenges facing California School Districts. In the Central Valley the dominant second language group speak Spanish as their first language. In some Valley communities, a large percent of second language students are Hmong. STAR assessment data show that very few school district are able to close the achievement gap between English Learners and their English Only peers.

Research has demonstrated that there are specific teacher behaviors that address both the academic and affective need of English Learners.

Most school systems are well aware of the achievement gap and the findings of research. They have encouraged their administrators and teachers to participate in professional development activities associated with serving English Learners. These activities includes providing English Language Development, SDAIE, Specially Designed Academic Instruction in English, AVID, SIOP and teacher behaviors to better meet the affective needs of English Learners.

Although many teachers have attended workshops addressing the needs of English Learners, the achievement gap persists. Future leaders need to understand this challenge and consider new approaches to ensuring success for English Learners.

Context

Students will develop a new perspective on the achievement gap between English Learners and their English Only peers by shadowing an English Learner throughout a school day. During the observation period, the candidate will document the behaviors of all individuals who interact with the student including the teacher, EL classmates, EO classmates and any other faculty who interact with the student. It is hoped that this experience will provide the candidate with new insights into the daily experiences of English Learners.

Candidate will shadow an English Learner whose English competency level is “intermediate” as measured by the CELDT. The shadowed student will be selected by the school site. The candidate will not reveal the name of the student, nor will the candidate gather any information on the student.

At the elementary level the candidate will sit in the back of the classroom and make NO indication that observations are being framed by a single student. At the secondary level, the candidate will shadow the student throughout the student’s instructional day. It is critical that the candidate make every effort to shield the English Learner from the study.

The Assignment

Prior to the observation, the candidate will work with two other classmates to compile a list of teacher behaviors that research shows to be effective in supporting the needs of English Learners. The group will compile their list based on class readings, and a review of the literature. During class, each group will share their lists of best practices. The class will compile a master list of best practices that will be the basis for candidates observations during their shadowing activities.

During the observation period the candidate will note the behavior of individuals in the English Learner's environment and the student's reaction to those individuals. The candidate should capture who speaks to the student during class, how often the student is called upon, the nature of adults' comments and the student's response. It will be particularly informative to script questions posed and the students' responses. The candidate should note what system the teacher(s) use to determine who will respond to questions. The candidate should also note the proximity of the teacher to the English Learner during different phases of the class (i.e. instruction, guided practice, seat work). The candidate should be prepared to submit their original notes with their final report.

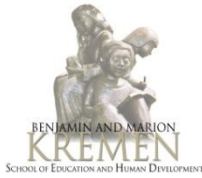
Following their observation day, the candidate will summarize and analyze observed behaviors looking for behaviors that are consistent with research-based best practices that were identified by the class. The candidate will also note negative practices. This activity will be reported in three to five pages.

The candidate will provide a personal reaction to their observations in a one to two page reflection.

Project Evaluation

Initial best practices report	30 points
Shadowing observation data and notes	30 points
Summary and analysis of observation	30 points
Personal reflection	<u>10 points</u>
TOTAL	100 points

Research has demonstrated that there are specific teacher behaviors that address both the academic and affective need of English Learners.



California State University, Fresno
Department of Educational Research
Master of Arts in Education
Option: Educational Leadership and Administration

Semester/Year

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

Syllabus for EAD 263 Seminar in Instructional Supervision *4 units*

Course Catalog Description

Seminar for clarification and application of modern concepts and techniques of supervision: specific practice in leadership roles, promoting productive human relationships, developing communication skills, and evaluation of teaching; ways of helping teachers in their credential fields. Embedded fieldwork will provide opportunities for candidates to practice these skills in a supervised setting.

Course Description

This course is designed to help candidates learn how to recognize good teaching, engage and coach teachers to improve their practice, and identify and create an improvement plan for a school. Strong interpersonal relations and personal reflection are emphasized throughout the course.

Prerequisites

The prerequisites for this course are admission to the Educational Leadership and Administration Program and the following courses: ERA 288, EAD 261, EAD 262, EAD 272, and EAD 274.

Class Information

Date and Time

Instructor

Instructor Phone #

Classroom number

Instructor Email

Office hours:

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

The candidate will develop understandings of relevant theory and supervisory techniques and will acquire and refine skills necessary for effective instructional supervision. A major goal of the course is for the student/supervisor to acquire the knowledge and skills to effectively observe, analyze instruction and student learning, and to assist teachers in their professional growth and development.

Specific learning outcomes for the course are derived from the standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

1. Each candidate will be able to develop and refine a personal vision of education and instruction and will be able to actively engage in on-going reflection as well as be able to develop ways to continually

- engage self and others in reflective activities. 6(a)(1)
2. Each candidate will be able to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership. 6(a)(2)
 3. Each candidate will be able to establish, support, and maintain high expectations and standards for the academic and social development of all students and for the performance of staff and the contributions of all adults in the service of the shared vision of the school community. 6(a)(3)
 4. Each candidate will be able to demonstrate various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program. 6(a)(4)
 5. Each candidate will understand and will be able to implements strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community and further, will be able to develop, articulate, implement and steward a shared vision of teaching and learning. 6(a)(5)
 6. Each candidate will be able to appropriately and powerfully use data, including the use of technological applications, to develop, manage, and evaluate strategies to improve student achievement. 6(b)(4)
 7. Each candidate will be able to cooperatively develop and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students. 6(b)(5)
 8. Each candidate will understand and be able to use effective methods for attracting, inducting, motivating, retaining, and supporting staff and for monitoring and supervising certificated and non-certificated faculty and staff. 6I(1)
 9. Each candidate will understand and be able to use effective methods for working with certificated and classified staff with disabilities. 6I(2)
 10. Each candidate will understand how to and be able to manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes. 6I(7)
 11. Each candidate will be able to use a variety of strategies to encourage and inspire others to higher levels of performance, commitment, and motivation and will be able to effectively communicate knowledge about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community. 6(e)(3)
 12. Each candidate will be able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision. 10(e)
 13. Each candidate will be able to use research and site-based data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff. 11(b)
 14. Each candidate will be able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students. 11(e)
 15. Each candidate will be able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program. 12(a)
 16. Each candidate will be able to utilize successful staff recruitment, selection and induction approaches, and will understand the collective bargaining process, including the role of administrator and the union. 12(h)
 17. Each candidate will be able to reflect on personal leadership practices and recognize their impact and influence on the performance of others. 14(e)

Required Texts and Instructional Materials

Downey, Carolyn (2004). *The Three-Minute Classroom Walk-Through: Changing Classroom Supervision One Teacher at a Time*. Thousand Oaks: Corwin Press.

Glickman, C., Gordon, S., & Ross-Gordon, J. (2009). *The Basic Guide to Supervision and Instructional Leadership* (2nd ed.). Pearson Education, Inc.

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Signature Assignments

Targeted Professional Development Plan and Putting All the Pieces Together Presentation (Final Examination/Culminating Activity): The candidate will sit with their site principal to create a Targeted Professional Development Plan that builds expertise in selected areas. The plan will include practices tied to the Instructional Focus, and will be linked to the testing results for all students. The candidate will present the Instructional Focus, Evidence-based Teaching Practices and Targeted Professional Development Plan. The protocol for this assignment can be found at the end of the syllabus.

Embedded Fieldwork

There are two comprehensive Embedded Fieldwork components to this course. A description of each fieldwork assignment follows and the protocols for each are at the end of the syllabus.

- 1. Clinical Supervision Exercise:** There are three parts to this Embedded Fieldwork. The candidate will use the processes of clinical supervision and effective coaching conversations at one school site to promote teacher development and effective teaching practice to raise student achievement.
Part 1: The candidate will (a) conduct a pre-observation planning conference with a teacher, (b) conduct a formal classroom observation that includes collecting and interpreting formative classroom observation data using the appropriate techniques and tools (instructor will provide their choice of observations protocols), and (c) analyze the visit listing findings and interpretations.
Part 2: The candidate will (a) plan for and (b) conduct a post-observation conference with the observed teacher.
Part 3: The candidate will write a case analysis that includes (a) a letter to the teacher and (b) a reflection on the process. The format for this exercise will be provided to the student at the end of the EAD 263 syllabus. A scoring rubric for this Component is included at the end of the Protocol.

- 15. Classroom Walk-through Teaching and Learning Observations:** The candidate will observe 3 -4 classrooms at 2 different school site locations (one at an elementary school and one at a secondary school) using a guided conversations protocol. A minimum of one visit will be with the course instructor and the second observation may be with the site leader. A reflection paper that includes literal note-taking, identification and discussion of content (what is being taught) and context (the way in which students are expected to demonstrate their learning) of the classroom observation, a discussion of the connection of the observation to CSTPs, the evidence used to make the connection, and the next steps based on the evidence will be turned in for each site walk-through observation.

Note: Several formats for Learning Observations and a graphic organizer for understanding the diagnostic process of classroom observations are provided at the end of this document as is

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the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

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Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Class Session	Content Focus and Homework
Session 1	Introduction , review of the syllabus, “what words best describe your experience with observation/evaluation” and “How would you characterize the professional development your school normally has?” Homework: Rd chapters 1-3 in Glickman.
Session 2	The Need for supervision, Review chapters 1-3 Why supervision matters, how school culture prohibits professional growth what effective schools look like. Student presentation Homework: Chapter 4; interview teacher using form.
Session 3	How adults Learn Review chapter 4 True colors Student presentations Homework: Chapter 5 and Digital Kids article
Session 4	How kids learn. Student presentation Homework: Chapter 14 & 16; bring in observation/evaluation form from district
Session 5	Clinical supervision model and Observing a lesson

	Reviewing a lesson, what do we see? Student presentation HW: conduct teacher observation and read chapters 6-12
Session 6	ACSA presentation 5-7pm at Rio Vista Middle School in Central HW: conduct teacher observation and read chapters 6-12
Session 7	Conducting Post-Conferences Modeling in class, do worksheet Student presentation Homework: Conduct Post-Observation
Session 8	Post-Conference continued Coaching scenarios, share experiences with the model Homework: Conclude write up of observation assignment. Bring in walk through form used in district.
Session 9	Alternative evaluations and Walkthrough Student presentation Homework: conduct walkthrough, write up results. Rd chapter 17
Session 10	Walkthrough observations and Group Development Share experiences and discuss group development
Session 11	Hiring, Firing, Documenting Student presentation Homework: Identify an improvement issue at your school. Read ch 20. Bring in a school improvement plan
Session 12	School Improvement plans and Baldrige How schools improve. PDSA Homework: For a problem you have identified, write up a SIP
Session 13	Creating and evaluating improvement plans Homework: Complete write-up of assignment
Session 14	Short class session (review of plans)
Session 15	Dealing with difficult People
Session 16	Final

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 263: Seminar in Instructional Supervision
Table of Work Products for Each Fieldwork and Signature Assignment

Embedded Fieldwork Assignment 1: Clinical Supervision Exercise

Part 1 Pre-Observation Planning Conference and Observation

- Activity 1.1.a: Clinical Supervision Pre-observation Planning Conference
Activity 1.1.b: Clinical Supervision Observation Protocol (Format to be provided by the Instructor)
Activity 1.1.c: Clinical Supervision Observation Findings and Interpretations and Planning for the Post-Observation Conference

Part 2 Planning for and Conducting the Post-Observation Conference

- Activity 1.2.a: Clinical Supervision Observation Findings and Interpretations and Planning for the Post-Observation Conference (see form 1c above)
Activity 1.2.b: Post-observation Conference Notes (Format to be provided by the Instructor)

Part 3 Clinical Supervision Case Analysis

- Activity 1.3.a: Letter to the Observed Teacher
Activity 1.3.b: Reflection on Post-observation Conference and Clinical Supervision Process

Scoring Rubric for Clinical Supervision Exercise

Embedded Fieldwork Assignment 2: Classroom Walk-through Teaching and Learning Observations

- Activity 2.a.: Classroom Walk-through Teaching and Learning Observation Protocol
Activity 2.b.: Classroom Walk-through Teaching and Learning Observation Reflection

Sample 1: Classroom Walk-through: Observation Data
Sample 2: Walk-through Observation Data Sheet
Graphic Organizer: Using a Diagnostic Process for Observations

Signature Assignment 1: Targeted Professional Development Plan and Putting All the Pieces Together Presentation

PART 1: EAD 263 Embedded Fieldwork Activity 1.1.a: Clinical Supervision Pre-Observation Planning Conference

Candidate Name _____ **Date of Formal Clinical Observation** _____
Date of Pre-observation/Planning Conference _____

Directions for this Embedded Fieldwork Activity (All Parts):

Make arrangements with a teacher to conduct an observation using the formal observation/clinical supervision model.

Conduct a pre-conference/planning conference with the teacher (use guidelines below).

Observe the classroom and analyze and interpret the observation data and determine post-conference approach (use guidelines below).

Write-up the formal observation case (use guidelines below).

Note: Before completing this form, carefully review the Structure or Steps for the Clinical Supervision Model

Part A: Pre-observation/Planning Conference (to be completed before the on-site observation takes place).

Pre-observation Notes:

List _____ all _____ parties _____ involved: _____

Grade(s) _____ and _____ Subject _____ area: _____

Time of scheduled observation: _____

School site of scheduled observation: _____

Focus _____ of _____ the _____ observation: _____

Planning Conference Notes:

Clarifying Student Outcomes

16. What do you want the students to know and be able to do as a result of this lesson?

Characteristics of Learners

17. What is being taken into consideration related to the learners in your room in order to ensure that every student has access to the lesson?

Clarifying Assessment and Indicators of Success

18. What do you want the students to have learned?

19. What performance or products will engage students in demonstrating what they understand and can do?

20. How will you assess student performance?

6a. How will you know that the students have learned what you intended?

6b. What criteria have you incorporated into your scoring tools that reflect the intended measurable and observable behaviors and outcomes?

6c. What evidence will you collect that demonstrates that **each** student has learned that which was intended and what criteria will you use to indicate the student has met the desired performance level?

Clarify the Lesson Plan and Teaching Strategies. Identify the Resources and Materials That Will Be Needed

21. What instructional content/strategies/activities will you use to help students learn what you intended?

What resources and materials will be needed to support student learning?

Identify the Supervisor's Data Gathering Procedures

22. What method and form of observation including the instruments/forms will be used?

**PART 1: EAD 263 Embedded Fieldwork Activity 1.1.b: Clinical Supervision
Observation Tools**

**OBSERVATION INSTRUMENTS/TOOLS TO BE PROVIDED BY THE
INSTRUCTOR ALIGNED WITH FOCUS OF OBSERVATION**

**PART 1: EAD 263 Embedded Fieldwork Activity 1.1.c and 1.2.a:
Clinical Supervision Observation Findings and Interpretations and
Planning for the Post-Observation Conference**

Candidate Name_____ **Date of Formal Clinical Observation** _____

Observation: This is the time to follow through with the understandings of the pre-conference or planning conference. Keep in mind the difference between *descriptions* of events and *interpretations*. Interpretation should follow description.

Analysis and Interpretations: This happens outside the classroom observation. Study the information to make sense of the large mass of information. Interpretations must be based on the analysis of the description.

Based on your pre-conference planning, write the major findings of your observation. Write down only what has been taken directly from your observation. Make claims and support those claims with specific evidence from your observations.

1.

2.

3.

4.

5.

What is the impact? Write below what you believe is desirable or not desirable about the major claims.

Claim 1:

A. Evidence in support of Claim 1:

B.

Impact:

Claim 2:

A. Evidence in support of Claim 2:

B. Impact:

Claim 3:

A. Evidence in support of Claim 3:

B. Impact:

C. Write a “coaching question” to address each of the claims above that would be asked of the teacher during the post-conference meeting.

Claim 1 Coaching Question:

Claim 2 Coaching Question:

Claim 3 Coaching Question:

**PART 2: EAD 263 Embedded Fieldwork Activity 1.2.b:
Post-Observation Conference Notes**

**THE INSTRUCTOR WILL PROVIDE THE FORMAT TO BE USED
FOR NOTE-TAKING DURING THE POST-OBSERVATION CONFERENCE**

PART 3: EAD 263 Embedded Fieldwork Activity 1.3.a
Case Analysis: Letter to Teacher

Directions: Write a letter (1 – 2 pages) to the teacher that would be sent after the post-conference meeting that outlines your reflections and discussions as outlined in your notes from your formal observation of that teacher.

The letter should address each of the following items:

- ◆ A summary of the post-observation conference (e.g., date, time, location and other pertinent information).
- ◆ A summary of the interpretations and supporting evidence discussed at the post-conference meeting.
- ◆ A summary the intended student outcomes and the extent to which the outcomes were achieved that was discussed at the post-conference meeting.
- ◆ A description of the discussion that took place at the post-conference meeting around the causal factors (i.e., desirable/powerful strategies or practices that significantly supported student learning (intended outcomes), and the undesirable or not powerful enough strategies or practices).
- ◆ A description of the areas that were discussed as area(s) to be targeted for professional growth and development.
- ◆ A description of the agreed upon short-term goals and measures that came about as a result of this clinical supervision observation.
- ◆ A description of the resources discussed that are needed to accomplish the short-term goals and professional development target areas.
- ◆ A description of the agreed upon expectations and commitment, timeline, assistance and support that were discussed at the post-observation meeting.

**PART 3: EAD 263 Embedded Fieldwork Activity 1.3.b Case Analysis:
Reflection on the Post-observation Conference and
Reflections about the Clinical Supervision Process**

Directions: Use the following format to reflect on the post-conference meeting that was held with the teacher observed during the Clinical Supervision Observation.

Provide your reflection about the coaching approach and rationale you used during this post-conference meeting.

Provide your reflection about the **entire** Clinical Supervision Process and any refinements you might suggest for improving the process and/or procedures.

Provide your reflection on lessons learned, most significant take-aways and key learnings from the **entire** Clinical Supervision Process.

**Scoring Guide for the
Formal Observation/Clinical Supervision Embedded Fieldwork**

Candidate Name _____ **Date** _____

Scoring: 1= Far Below Standard; 2=Below Standard; 3=Meets Standard;
4= Exceeds Standard

Note: Any section with a score of less than 3 must be redone and resubmitted. If any section that scores below a 3 is not resubmitted, the entire assignment will receive a failing grade.

Elements	Scoring
Elements with Sub-element Descriptions	Circled score reflects the overall rating for the elements for each part of the assignment.
<i>Part 1: Preconference/Planning Conference</i>	1 2 3 4
<ol style="list-style-type: none"> 1. Logistics for the preconference/planning conference and observations were clearly stated 2. Structure and steps of the clinical model were followed and clearly described 3. The purpose and focus of the observation were clearly stated 4. All of the elements of the lesson to be observed were clarified and thoroughly described. 5. The data gathering methods/procedures and instrument(s) were identified, clearly described 6. The data gathering methods/procedures and instrument(s) were appropriate for the focus of the observation 7. Part 1 of the assignment was within the length parameters set. 8. All appropriate appendices for Part 1 were included. 	Comments

Elements	Scoring
Elements with Sub-element Descriptions	Circled score reflects the overall rating for the elements for each part of the assignment.

<i>Elements</i>	Scoring
<i>Elements with Sub-element Descriptions</i>	Circled score reflects the overall rating for the elements for each part of the assignment.
<i>Part 2: Analysis and Interpretations of Observation Data</i>	1 2 3 4
<ol style="list-style-type: none"> 1. The major findings were identified and clearly described. 2. The major findings were appropriate based on the observation data 4. The interpretations made were justified by the data 5. The significant learnings discussed were explained in detail 6. The significant learnings addressed promoting effective teaching, improved instruction and increased student learning 7. Lessons learned were provided and were relevant to the observation 8. Next possible steps as a supervisor were addressed 9. Part 2 of the assignment was within the length parameters 10. All appropriate appendices for Part 2 were included 	Comments

<i>Elements</i>	Scoring
<i>Elements with Sub-element Descriptions</i>	Circled score reflects the overall rating for the elements for each part of the assignment.
<i>Part 3: Post-conference Meeting and Observation</i>	1 2 3 4
<ol style="list-style-type: none"> Highlights from the post-conference meeting were provided in an organized, clear and concise manner A summary of the interpretations and supporting evidence was provided The interpretations and supporting evidence provided were appropriate and accurate for this observation The extent to which the teacher met the intended student outcomes was provided An analysis of the causal factors was provided in a clear and concise manner The analysis of the causal factors was appropriate and accurate for this observation Areas to be targeted for professional growth and development were provided Areas to be targeted for professional growth and development were appropriate given this observation Appropriate short-term goals and measures were provided Appropriate resources needed were addressed Follow-up expectations and commitment, timeline, assistance and support needed were accurately described Part 3 of the assignment was within the length parameters set 	Comments:
<i>Part 4: Other</i>	1 2 3 4
<ol style="list-style-type: none"> Reflections about process and procedures were provided Reflections about lessons learned from the entire process were stated Part 4 of the assignment was within the length parameters set 	Comments:
Total Overall Score	

**EAD 263 Embedded Fieldwork Activity 2.a:
Classroom Walk-through Teaching and Learning Observation Protocol**

Candidate Name _____ **Date of Walk through** _____
Site of Walk through _____ **Walk through Number** _____

A. Walk through Preparation (to be completed before the walk through occurs)

1. What is the purpose of the walk-through?

2. What data points will be the focus of this walk-through?

3. How will you gather the data?

5. Describe any other focus for this walk through experience:

Note: A data collection protocol will be used during the site visit and will be provided by your instructor or the site leader.

**EAD 263 Embedded Fieldwork Activity 2.b:
Classroom Walk-through Teaching and Learning Observation Reflection**

Candidate Name _____ **Date of Walk through** _____
Site of Walk through _____ **Walk through Number** _____

These are the guiding points or questions for your 2 – 5 page reflection paper.

1. Provide a short narrative that describes the themes you identified:

2. What would be your next steps?

3. Describe the evidence/data that supports your observations:

6. Other comments:

SAMPLE 1: Classroom Walk-through: Observation Data

Teacher:		Room #:
Grade:	Course:	School:
Teacher Type:	Department:	Student Type:
Date of Observation:	Time of Observation:	Observer:

DOMINANT STUDENT AND TEACHER ACTIVITY (Mark one in each area and then describe)

Student Engagement

Percent of students orientated to the work ____ All ____ Most ____ About Half ____ Some ____ Few

Dominant Student Activity	Dominant Teacher Activity
<input type="checkbox"/> Whole class work <input type="checkbox"/> Worksheet completion <input type="checkbox"/> Independent work <input type="checkbox"/> Cooperative learning groups <input type="checkbox"/> Small group work <input type="checkbox"/> Other _____	<input type="checkbox"/> Direct Instruction (concept development) <input type="checkbox"/> Lecturing <input type="checkbox"/> Frontloading <input type="checkbox"/> Monitoring independent work <input type="checkbox"/> Assessment: informal formal <input type="checkbox"/> Sitting at Desk <input type="checkbox"/> Other _____

CONTENT/STANDARD (what are students learning; verb and key nouns)	CONTEXT (how are students learning/ the assignment/ artifact)	CALIBRATION	
		Calif Content Standard ____Blueprint	CaHSEE
		Below GL At GL Above GL	

EFFECTIVE TEACHING PRACTICES (Mark all noted)

<input type="checkbox"/> Lesson standard is posted & identified	<input type="checkbox"/> Homework reinforces student learning
<input type="checkbox"/> Standard is being taught	<input type="checkbox"/> Specific reinforcement and praise
<input type="checkbox"/> Standard/teaching objective known by student	<input type="checkbox"/> Note Taking: Cornell, T-notes
<input type="checkbox"/> Checks for Understanding	<input type="checkbox"/> Multiple Intelligences
<input type="checkbox"/> White Boards	<input type="checkbox"/> Meta-Cognition / Think Aloud
<input type="checkbox"/> Differentiation	<input type="checkbox"/> Class Walls Reflect Current Learning
<input type="checkbox"/> ELD/GLAD Strategies	Other: _____
Modalities: ____ visual ____ auditory ____ kinesthetic	
Technology/Teacher Use: OH/DC PP SB CRS MM IN AS	
Technology/Student Use: CU PP CRS OH/DC SB	

OH/DC Overhead/Docucam PP Power Point SB Smart Board CRS Classroom Response System
 MM Movies/Videos/Tapes IN Internet CU Computer Use AS Amplification Systems

ELD/GLAD Strategies: Realia, Answer in Complete Sentences, Grammar Study Chart, Think Aloud, Students Speaking 50% of Time, Role Playing, Total Physical Response, Total Pupil Response

Comments:

SAMPLE 2: Walk-through Observation Data Sheet

School _____

Date:	Time:	Observer:
Room #	Grade / Subject:	
Dominant Student and Teacher Activity		
Student Engagement		
Percent of students oriented to the work ___ All ___ Most ___ About half ___ Some ___ Few		
Dominant Student Activity ___ Whole class work ___ Worksheet completion ___ Independent work ___ Small group work ___ Working on computers ___ Other _____	Dominant Teacher Activity ___ Checking for understanding (individual) ___ Teacher talking to entire group ___ Guided practice ___ Monitoring independent work ___ Assessment: informal formal ___ Other _____	
Capture Teacher Quotation		
CONTENT / STANDARD (what are students learning: verb and key nouns)	CONTEXT (how are students learning / the assignment / artifact)	CALIBRATION CA content standard
		Above GL At GL Below GL
Walking the walls		Safety and health issues

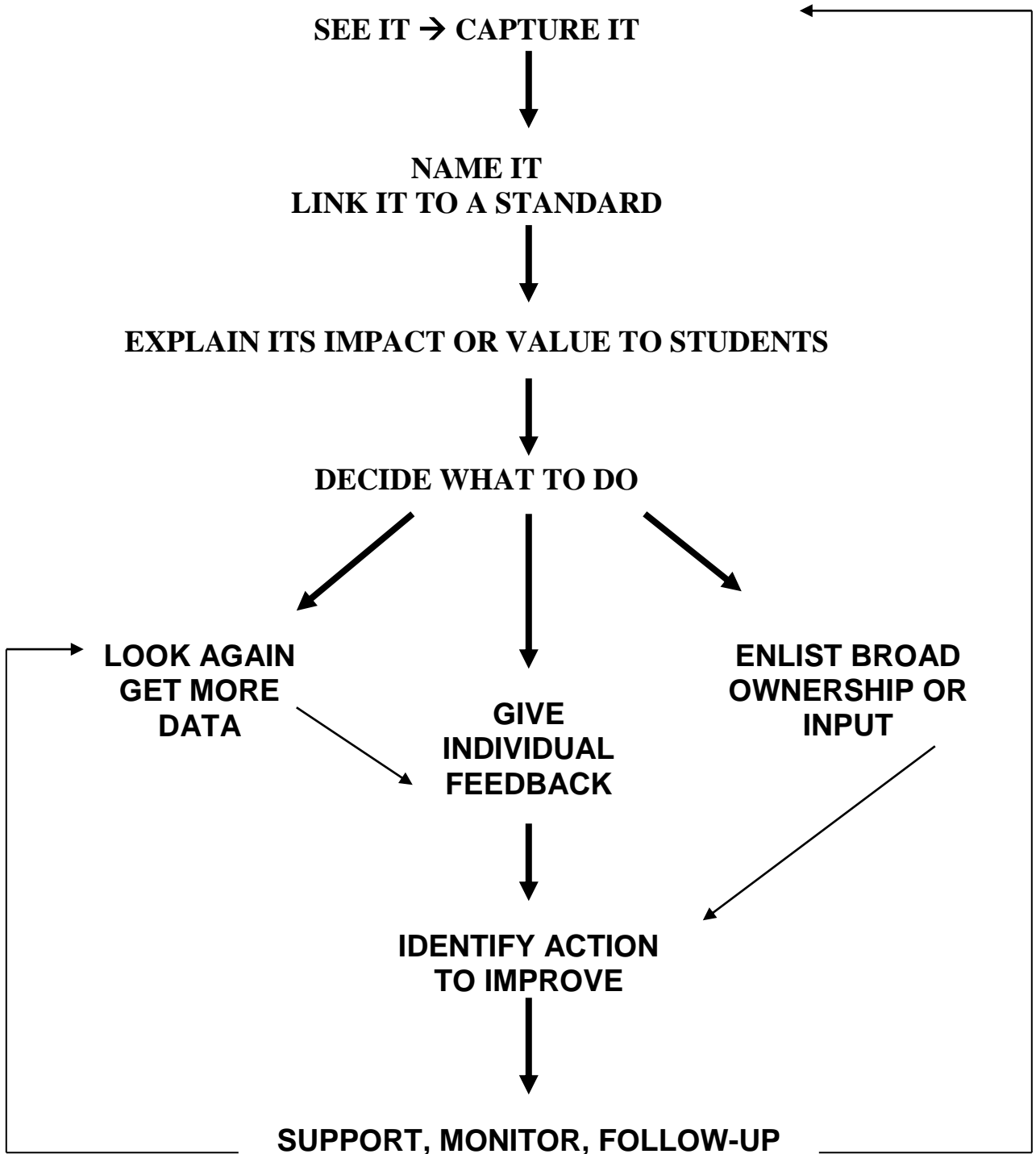
Other comments:

**SAMPLE 3 - - Classroom Walk-through Teaching and Learning
Literal Note-taking Tool**

Candidate Name_____ **Date of Walk through** _____
Site of Walk through _____ **Walk through Number** _____

Notations Time, ???'s, Labels	Teacher Actions and Quotes	Student Actions and Quotes

USING A DIAGNOSTIC PROCESS FOR OBSERVATIONS



Ready About Consulting, 100 Newtown Road, Acton, Massachusetts 01720 (978) 264-4242
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EAD 263 Signature Assignment 1: Developing a Focused Professional Development Plan Protocol

Brief School Description

Write a brief description of the school including the schools demographics (such as enrollment, grade levels served, ethnicity and significant student populations), current API and AYP status, and relative staff information that describes the context for this assignment.

Area 1: Identify and Implement a School-wide Instructional Focus

1.1 Building Support for Instructional Focus

Describe one to two approaches you would use to help build support for the development and implementation of an Instructional Focus.

7. Examining Staff Expectations of Students

Choosing an Instructional Focus means accepting accountability for the performance of each and every student. Any excuse for performance based on race, gender, ethnicity, primary language, or economics are unacceptable.

Describe a strategy or tool you would use to assist staff in exploring the question, “Do we believe that ALL of our kids can learn everything we are trying to teach them?”

1.3 Developing an Instructional Focus

Developing an Instructional Focus is a conversation, not a vote. Use data from the following two sources to identify the Instructional Focus:

1.3(a) Review Student Performance Data: Depict and describe the data (standardized and local) that helped identify areas for the Instructional Focus. Organize and describe the data to show trend over time and performance within and among different groups of students. Visually display the data and support it with a narrative stating your findings and interpretations. Describe the potential Instructional Areas of focus derived from the data and explain how this data informed these potential high leverage areas.

1.3(b) Professional Experience: Engage the experience, knowledge and wisdom of those who will be doing the work. Interview individually or conduct focus groups of staff and gather data relative to the following question:

As we consider ALL of our students and thinking about the expectation for each student to reach grade level or proficiency and beyond, what one area (be specific) that if every single student was strong would be the greatest leverage to accelerate student learning? (Have interviewees and/or focus

group participants describe their rationale. Capture this information as a data source).

Describe the process used to collect professional experience data and summarize the findings.

8. Identify the Instructional Focus

State the Instructional Focus and clearly describe what it means. Describe the rationale for selecting this Instructional Focus.

Area 2: Identify, Learn, and Use effective Evidence-Based Teaching Practices To Meet the Needs of All Students

- 2.1 Find and select a small set of evidence-based teaching practices or strategies tied to Instructional Focus:** Identify effective evidence-based teaching practices tied to the Instructional Focus. State and thoroughly describe two key evidence-based teaching practices or strategies that will generate the best leverage for increasing student learning. Include a rationale for selection (*Refer to guiding questions below*).

9. Ensure the effective practices promote good teaching, model rigorous work, and meet the needs of a diverse student population

Each of the practices selected should: be connected to the focus; reflect student needs as indicated by a range of data; be combined with a targeted professional development plan that builds true expertise in the practice for every teacher; and be implemented in every classroom, every day, for every student, with ongoing adjustment based on frequent monitoring of student learning data.

For each of the two selected evidence-based teaching practices, answer the questions below:

- 2.2a *Is this practice supported by research? If yes, cite and briefly summarize the research.*
- 2.2b *Do we believe it will lead to mastery of rigorous curriculum? If yes, explain why and how.*
- 2.2c *Is it appropriate for the diversity of our student population—is it something that will positively impact ALL of our students? If yes, explain how or justify.*

Area 3: Create a Targeted Professional Development Plan that Builds Expertise in Selected Evidence-Based Practices

Critical Elements of a Targeted Professional Development Plan

The Four Strategies:

Targeted professional development plans must achieve the following:

- 3.1 Build expertise: Help folks know what to do.** A year-long professional development plan should be differentiated, site-based, and include coaching and peer visits.
- 3.2 Change Practice: Hold each other accountable for doing it.** School staff should hold each other mutually accountable through regular visitations, classroom walk-throughs, and formal and informal observation by the principal and others.
- 3.3 Monitor Student Performance: Chart the impact on student performance.** Growing out of SMARTe targets (specific and strategic, measurable, attainable and challenging, results-oriented and relevant, time-bound, and touch every student) using an internal measure; then review, share, and post data publically.
- 3.4 Communicate Relentlessly: Always talk about what you are doing.** Share updates and information about this work through staff and team meetings, weekly bulletins, e-mail, and all other school communication vehicles.

10. Set Goals

Set SMARTe goals for student learning connected to the Instructional Focus.

Set SMARTe goals for each teacher practice.

Set student achievement and teacher practice goals and define measures for school, grade level, and/or departments.

Create a Targeted Professional Development Plan

Create a targeted professional development plan addressing the four critical elements described above. Use the template provided or create your own that includes the specified areas.

EXAMPLE

Targeted Professional Development Plan for WE BELIEVE AND EVERY STUDENT ACHIEVES SCHOOL

Instructional Focus: Comprehension with emphasis on expository text and the use of summarization

Critical Elements Actions/Tasks	Date	Who's Involved	Where	Who's Responsible	Measures of Success
Build Expertise					
Common understanding of summarization and its powerful use as a teaching technique to improve comprehension.	8/28	All Staff	Multi-Purpose Room	T. Brown	Professional Conversations Lesson Design Classroom implementation

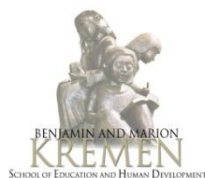
Primacy-Recency Effect/Summarization					evidence (see rubric)
Chunking lectures	9/10 Weekly coaching	All Teachers, Support Staff and Admin.	Multi-Purpose Room	T. Green Coach	Analysis of Video-taped Lessons Classroom observation evidence with linked student work product (see rubric)
Clues to meaning=General expository and persuasive structure.	10/10 Weekly coaching	All Teachers, Support Staff and Admin.	Multi-Purpose Room	T. Blue	Analysis of Video-taped Lessons Classroom observation evidence with linked student work product (see rubric)
Identifying a text's underlying structure and the various graphic formats to use to summarize that text effectively. Cues for text structure	11/5 Weekly coaching	All Teachers, Support Staff and Admin.	Multi-Purpose Room	T. Yellow Coach	Analysis of Video-taped Lessons Classroom observation evidence with linked student work product (see rubric)

Critical Elements Actions/Tasks	Date	Who's Involved	Where	Who's Responsible	Measures of Success
Ensure Change in Practice					
Walk-Through Data Collection	Daily Schedule	Admin. Team and Lead Teachers	Classrooms	Principal	Frequency of walk-throughs Quality of data collection (See rubric)
Cycle of Inquiry-Grade Levels	10/20 1/10	All Teachers	Lead Teacher	Lead Teacher	Cycle of Inquiry Analysis and

<i>Trimester</i>	3/10	and Admin Team	Classrooms		Next Steps
School-wide Cycle of Inquiry	1/28	All Staff	Multi-Purpose Room	Principal	Cycle of Inquiry Analysis and Next Steps
Instructional Leadership Team (ILT) Agenda: Facilitated discussions with documented key learning's and findings	Monthly <i>See schedule</i>	ILT	Library	Principal	Agenda Documented key learning's and findings ILT Member Feedback
Coaching Follow-up and support (<i>see coaching schedule</i>)	<i>See coaching schedule</i>	Teacher/Coach Team	Classrooms	Coach and Teacher	See coaching cycle rubric

Critical Elements Actions/Tasks	Date	Who's Involved	Where	Who's Responsible	Measures of Success
Monitor Impact on Student Learning					
Monthly school-wide analysis of student work samples	<i>See grade level meeting schedules</i>	Work Samples-students Analysis—Grade Level Teacher Teams and assigned Admin.	Classrooms Lead Teacher Classrooms	Teachers and Admin. Team	<i>See rubric and exemplars</i>
Grade level formative assessment	2 nd & 4 th weeks of each month	All Students		Teachers and Admin. Team	<i>See rubric and exemplars</i>
Communicate, Monitor, Adjust					
Monthly teacher and student sharing at Faculty Professional Learning Meetings	S=3 & 6 O=2 & 5 N=K, 1, 4 J=3 & 6 F=2 & 5 M=K, 1, 4 A=2, 3, 6 M=K,1,4,5	Teachers and students by designated month	Multi-Purpose Room	Lead Teachers by designated month	Teacher feedback and student learning impact communicated and evidenced
Student impact story in monthly newsletter	<i>1st Friday of each month</i>	Teachers by designated month—Story Office Staff	Office	Lead Teachers by designated month Principal	Quality of Newsletter Submission
Monitoring and adjustments made based on Cycle of Inquiry processes	<i>See Cycle of Inquiry dates</i>		Multi-Purpose Room	Principal	Adjustments made and showing positive impact on student learning

Possible funding sources: Title 1, High-Priority Schools Grant, School Improvement Block Grant, EIA/SCE, EIA/LEP, Title II and general fund discretionary substitute account.



California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Semester/Year

Leadership for Diverse Communities
**Our mission is to prepare credible and relevant
leaders in education.**

Syllabus for EAD 269
Site-Based Leadership 4
units

Course Description

This course is designed to prepare the candidate to use a guiding vision of improving student learning and achievement to manage and lead all facets of school operations. Candidates will actively engage in structured activities and use processes and tools to develop knowledge and appropriate leadership skills relative to: (a) educational legal issues, (b) educational finance, budget preparation and implementation, (c) policies and practices related to human resource management, (d) dealing with conflict and engaging in crucial conversations, (e) decision-making, (f) student discipline, (g) teacher leadership, and (h) meeting management and facilitation. Embedded fieldwork is included in this course.

Class Information

Date and Time

Classroom number

Instructor

Instructor Email

Instructor Phone #

Office hours:

Prerequisites

The prerequisites for this course are admission to the Educational Leadership and Administration Program and the following courses: ERA 288, EAD 261, EAD 262, EAD 263, EAD 272, and EAD 274.

Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Primary Learning Outcomes

As the culminating course for the program, the candidate will synthesize information from previous courses and develop and expand his/her knowledge and skill to manage and lead all operations of a school.

Specific learning outcomes for the course are derived from the standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards of the National Council for Accreditation of Teacher Education (NCATE):

1. The candidate develops knowledge and skill to coordinate and equitably align fiscal, human (faculty, staff, volunteer, community) and material resources with the school planning process in support of learning of all students and all groups of students. 6I(9) and 12(d)
2. *The candidate develops the knowledge and skill to operate the school consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory and fiscal requirements. 6(f)(1) and 15(b)*
3. The candidate examines the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site. 6(f)(2)
4. The candidate develops the knowledge to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students. 6(f)(4) and 15(e)
5. The candidate develops the knowledge to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students. 10I
6. The candidate develops the knowledge and skill to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program. 12(a)
7. The candidate develops the knowledge to establish school operations, patterns, and processes that support student learning. 12(b)
8. The candidate develops the knowledge and skill to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff. 12I and 14(k)
9. The candidate demonstrates the knowledge and skill to sustain a safe, efficient, clean, well maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. 12(e)
10. The candidate develops the knowledge and skill to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively. 12(f)
11. The candidate develops the knowledge and skill to use effective and positive nurturing practices in establishing student behavior management systems. 12(g)

12. The candidate develops the knowledge and skill to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration. 12(i)

Required Texts and Instructional Materials

Conzemius, A. & O'Neil, J. (2002). *The handbook for SMART school teams*. Bloomington, IN: Solution Tree.

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week,** preferably several days before the class, during the entire semester.

Embedded Fieldwork

There are four embedded fieldwork assignments for this course: Interview Simulation; Attendance, Observation and Write-Up for two meetings (Board of Education and ELAC); Site Leader Interview (Suspension Process) and Summary/Reflection Paper; Budget/Funding Inventory of Current State. The templates and requirements for each assignment are included at the end of this syllabus.

Signature Assignments

There are four signature assignments for this course: Personnel Discipline Letter based on Case Scenario; Personal Professional Growth Plan; Culminating Simulation for Administrative Position (Statement of Philosophy, Resume, Practicum, and Interview); and Capstone Paper/Current State and Desired Future. The templates and requirements for each assignment are included at the end of this syllabus.

Other Assignments

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will assess the activities, processes and assignments used to support learning outcomes. The professor will distribute this assessment protocol, and candidates' honest feedback will assist in continuing to make this course relevant for future students.

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations
B = Graduate quality; meets expectations
C = Below expectations
F = Does not meet program requirements

University Policies and Regulations

Policy on Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University’s information resources.”

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page: www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf.

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permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, republished, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Seminar Session	Seminar Content Focus	Actions: Outside Class Sessions
Session 1	<ul style="list-style-type: none"> ➤ Course Introduction ➤ Seminar Expectations and Syllabus ➤ Group Development ➤ Introduce Capstone Paper <p>7:00 p.m. (Dr. Unruh) Seminar 1: Introduction to the Master's Project</p>	<ul style="list-style-type: none"> ➤ Obtain the required textbook ➤ Complete Session Written Reflection
Session 2	<ul style="list-style-type: none"> ➤ Meeting Management and Facilitation 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Blackboard Readings
Session 3	<p>Educational Law Roberta Rowe (Lozano-Smith)</p> <ul style="list-style-type: none"> ➤ Student Discipline: expulsion and suspension; search and seizure; investigations; presenting expulsion case ➤ Discrimination, Harassment, and Retaliation ➤ Mandated Reporting ➤ Custody issues ➤ Personnel Issues: Certificated and Classified (Evaluations, Progressive Discipline, Dismissal Process, etc.) ➤ Managing Labor Relations ➤ Overview of Board Policy & Administrative Regulations ➤ Special Education 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Site Leader Interview (Suspension) ➤ Blackboard Readings
Session 4	<ul style="list-style-type: none"> ➤ Education Information: Knowledge Rating <p>Application of Handbook for SMART School Teams</p>	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Write-Ups for 2 Meetings (BOE & ELAC) ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings

Session 5	<ul style="list-style-type: none"> ➤ Dealing with Difficult People ➤ Resolving Conflicts in the Workplace ➤ Holding Crucial Conversations 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings
Session 6	<p>Educational Finance Dr. Terry Bradley</p> <ul style="list-style-type: none"> ➤ Finance and Budgets ➤ Appropriately Allocating Resources 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Budget/Funding Inventory ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings
Session 7	<p>Human Resources Panel of Personnel Administrators from Valley Districts</p> <ul style="list-style-type: none"> ➤ Recruiting, Hiring, Supporting and Retaining Exemplary Employees ➤ Issues Facing the New Administrator <p>7:00 p.m. (Dr. Unruh) Seminar 2: Master's Project Format</p>	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings
Session 8	<ul style="list-style-type: none"> ➤ Documenting Unsatisfactory Employee Performance: FRISK Documentation Model (Facts, Rule, Impact, Suggestions/Directives, Knowledge) ➤ Decision-Making ➤ Application of Handbook for SMART School Teams 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Personnel Discipline Letter ➤ Work on Resume and Philosophy of Education ➤ Blackboard Readings
Session 9	<ul style="list-style-type: none"> ➤ Student Discipline ➤ Positive Behavior Support Model ➤ Application of Handbook for SMART School Teams 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings
Session 10	<ul style="list-style-type: none"> ➤ In-Box Simulations ➤ Practicum ➤ Complete End-of-Program Survey ➤ Capstone Paper: Current State/Desired Future DUE 	<ul style="list-style-type: none"> ➤ Complete Session Written Reflection ➤ Work on Resume and Philosophy of Education—due May 13 ➤ Blackboard Readings

Session 12	<ul style="list-style-type: none"> ➤ Graduate Research & Creative Arts Symposium ➤ Applications for the Preliminary Administrative Credential 	<ul style="list-style-type: none"> ➤ Complete Symposium Written Reflection ➤ Complete Resume and Philosophy of Education for Interview on May 13 ➤ Blackboard Readings
Session 13	<ul style="list-style-type: none"> ➤ Mock Interview ➤ Interview Panel Feedback ➤ End-of-Course & End-of-Program Reception and Celebration 	Congratulations!!!!!!!!!!

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 269: Site-Based Leadership Embedded Fieldwork Assignments

- ◆ **Embedded Fieldwork Assignment 1: Attend, Observe and Take Notes on the Content, Process, and Group Dynamics of one Board of Education Meeting and one English Learner Advisory Council (ELAC) Meeting**

Product: 1-2 page summary and reflection paper for each meeting. Attach agenda for each meeting.

- ◆ **Embedded Fieldwork Assignment 2: Site Leader Interview of Student Suspension Process**

Product: 2-3 page summary and reflection that includes steps in the process, Ed. Code references, key points/administrator guidance, candidate insights and key learnings and candidate's next steps to develop capacity in this leadership area.

- ◆ **Embedded Fieldwork Assignment 3: Allocation of Resources: Budget/Funding Inventory of Current State**

Product: Completed budget inventory template depicting the current state of resource allocation at a designated school site: Funds received (General and Categorical), purpose of funds, category allocations and amounts expended, allocation priorities, intended outcomes, and goal alignment.

- ◆ **Embedded Fieldwork Assignment 4: Interview Simulation for an Entry-Level Administrative Position with Prospective Employers**

Product: Participation in an interview simulation for an entry-level administrative position. Interviewers are perspective employers throughout the Central Valley represented by Superintendents, Human Resource Administrators, Principals and Learning Directors/Vice-Principals. Participation in follow-up debrief session with professor/instructor for the course.

EAD 269: Site-Based Leadership
Embedded Fieldwork Assignment 3
 Appropriately Allocating Resources
 Budget/Funding Inventory: Current State

District:		School:		Level:	
Student Enrollment:		#of Certificated Staff :		# of Classified Staff:	
District Categorical Funding Sources	Federal, State or Local Funds	Purpose of the Funds	✓Funding Sources School Site Receives	Expenditures Allocation Priorities	Goal Alignment

Site Discretionary Budget - - Amount Received: _____

Category Allocation	Purpose of the Funds	Amount Allocated	Intended Outcomes

Other Budgets Administered

Budget	Purpose of the Funds	Intended Outcomes

How does your school decide how to spend funds? Describe all processes used.

EAD 269: Site-Based Leadership Signature Assignments

Signature Assignment 1- - Personnel Discipline Letter based on Case Scenario: Candidate will select one of the given hypothetical scenarios: Classified Employee Hypothetical or Certificated Employee Hypothetical. Candidate will decide what action, the evaluator should take based on the conduct in the hypothetical and document the conduct in the hypothetical by writing an appropriate memorandum (Conference Summary Memo, Warning Letter, Letter of Reprimand) based on the FRISK (Facts, Rule, Impact, Suggestions/Directives, Knowledge) Documentation Model. Candidate will write a justification explaining the reasons for evaluator actions and a reflection about his/her key insights and learnings as a result of this assignment.

Signature Assignment 2 - - Personal Professional Growth Plan: The candidate will reflect on current and past coursework (leadership topics and student learning outcomes). Candidate will prepare a plan for her/his professional growth based on coursework and assessed needs. The candidate will share the plan with his/her immediate supervisor for feedback and support and obtain supervisor's signature. See Professional Growth Plan template.

Personnel Discipline Letter based on Case Scenario; Personal Professional Growth Plan; Culminating Simulation for Administrative Position (Statement of Philosophy, Resume, Practicum, and Interview); and Capstone Paper/Current State and Desired Future. The templates and requirements for each assignment are included at the end of this syllabus.

Signature Assignment 3 - - Culminating Simulation for an Entry-Level Administrative Position: The candidate will complete four assignments relative to the application and hiring process to be selected for an administrative position.

- a. **Statement of Philosophy:** The candidate will write a statement of philosophy for use in the interview simulation.
- b. **Resume:** The candidate will prepare a resume for use in the interview simulation.
- c. **Practicum:** The candidate will respond in writing to a practicum that will be used during the interview simulation.
- d. **Interview Simulation:** The candidate will participate in an interview simulation for an entry-level administrative position.

Signature Assignment 4 - - Capstone Paper/Current State and Desired Future

Format for Final Paper will be introduced at the beginning of the semester and worked on throughout the semester.

EAD 269: Site-Based Leadership
Signature Assignment 4
Capstone Paper/Current State and Desired Future

ASSIGNMENT GUIDELINES

Analysis/Reflection Papers (Each Class Session)

Format: APA Format

- 1-2 pages
- Current Reality to Desired Future (Vision)
- Actions Necessary (Reallocation of Resources)
- Incorporate data sources – Outcome Data and Process Data
- Consider readings and presentations from guest speakers

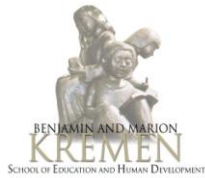
Final Paper

Format: APA Format

- 10-15 pages
- Current Reality
 - Using the Single Plan for Student Achievement, describe your site student performance targets. Examine specific site subgroups for strengths and weaknesses in students' achievement levels. Include the allocation of all resources.
 - * People
 - * Time
 - * Capacity of System
 - * Money
 - * Capacity of Individuals
- Desired Future
 - Fast-forward five years.
 - How have resources, including funds, been reallocated to address student achievement goals and district student performance targets? Examine specific site subgroups for strengths and weaknesses in students' achievement levels.
 - How have fiscal resources been reallocated?
 - How has the use of time been rethought?
 - How have roles and responsibilities shifted?
 - What was done to build capacity?
- Analysis
 - Provide rationale, including research and class learnings, for the shift from current reality to desired future.

- Incorporate reflections from previous assignments
- Describe barriers and how they were addressed
- Acknowledge supports

**Syllabi for the
Clear Administrative Services Credential Program**



Educational Leadership and Administration Program

Leadership for Diverse Communities

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Syllabus for EAD 279 Advanced Administrative Fieldwork and Mentoring (A and B)

Clear Administrative Services Credential

Course Description

This course establishes the path (Module A) for the candidate's individual development during the Clear Administrative Services Credential Program and incorporates the culminating assessment as a final exercise at the end of the program (Module B). In Module A, the candidate, working together with the district mentor and university mentor will develop a summary of professional strengths and areas for additional development and will develop a subsequent plan of action (mentoring plan). Additionally, the candidate will receive executive mentoring from the district mentor and university mentor in job related areas during the semester. At the end of the program, the candidate will complete Module B consisting of a culminating assessment including the induction plan and the portfolio and encompasses all aspects of the CPSELs. Advanced Fieldwork and Mentoring is taken the first semester and final semester of the program and any additional semesters in between.

EAD 279 Advanced Administrative Fieldwork and Mentoring

Semester (Fall and Spring)	California State University, Fresno
Educational Leadership and Administration Program	Department of Educational Research and Administration
1 unit	
Dr. Donald Wise and Educational Leadership and Administration faculty	
Office: ED 350	Tel. 278-0350

Prerequisites

The prerequisites for this course are to hold a current Preliminary Administrative Services Credential, be currently employed as a school/district administrator, and to be accepted into the Clear Administrative Services Credential program.

Course requirements and expectations:

This is a graduate level course designed for experienced educators who are currently in supervisory positions. Candidates in Module A will attend an orientation meeting at the beginning of the semester and will be assigned a district (lead) mentor and a university faculty member as university mentor.

Specifically, the candidate in Module A will:

- Complete a self-assessment using the Descriptions of Practice
- Identify any specific position and/or professional needs
- Request the district mentor to assess the candidate using the Descriptions of Practice
- Meet with the district mentor to review the two separate assessments
- Develop a preliminary induction (mentoring) plan to guide the candidate through the program
- Meet with the district mentor and the university mentor to review and approve the induction plan, including any specific position and/or professional needs as well as course requirements of the program.
- Communicate on a regular basis (at least once a week) with the district mentor for mentoring and mentoring support
- Meet with the district mentor and the university mentor twice each semester to review the progress of the induction plan and to incorporate any amendments to the induction plan
- Complete the personal section of the professional portfolio and place the assessment results, induction plan, and mentoring log in the portfolio.

Specifically, the candidate in Module B will:

- Meet on a regular basis (at least once a week) with the district mentor for mentoring and mentoring support
- Meet with the district mentor and the university mentor twice each semester to review the progress of the induction plan and to incorporate any amendments to the induction plan
- Complete all course and professional development opportunities in the induction plan
- Complete a final self-assessment using the Descriptions of Practice
- Self assess any specific position and/or professional needs that were identified
- Request the district mentor to do a final assessment of the candidate using the Descriptions of Practice
- Complete all sections of the portfolio
- Meet with the district mentor and university mentor to review all requirements. If any requirement is deemed to be lacking, the candidate must complete the requirement to the satisfaction of the district mentor and university mentor before the requirements are deemed complete.
- Present the portfolio to the district superintendent and direct supervisor.

If the candidate is in the program for more than two semesters, then EAD 279 Advanced Administrative Fieldwork and Mentoring must be taken each semester as a requirement of the induction/mentoring component of the program. The university supervisor and program coordinator will be available to respond to any questions.

In all assignments and activities, the candidate is expected to perform at a high level, congruent with the expectations for a graduate level student who is an educational leader. Active participation is the norm and the candidate is expected to take initiative when necessary.

The CPSELs

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to prepare instructional leaders for our schools. The program is designed around the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

1. Shared Vision of Learning – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Culture of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Management of the School in the Service of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Working With Diverse Families and Communities – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Personal Ethics and Leadership Capacity – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

11. Political, Social, Economic, Legal and Cultural Understanding – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

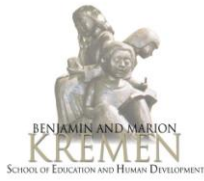
Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made.

The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.

Educational Leadership and Administration Program

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Syllabus for EAD 278T Transforming Schools

Clear Administrative Services Credential

Course Description

This course is designed to assist you in taking the next steps in educational leadership. The course content reflects the tremendous challenges facing educational organizations today and the belief that quality leadership is essential in meeting those challenges.

The course is designed to be reflective and interactive. While there will be direct instruction, participants are expected to be energetic participants in the class discussions. The discussions will be designed to assist class members in forming a *vision* for educational leadership, developing *communication skills* to build effective learning communities, and cultivation of strong *relationships* with the people who work and learn in school buildings. All of the CPSELs will be taken into account in this course with special emphasis on CPSEL 1. Shared Vision of Learning and 2. Culture of Teaching and Learning.

EAD 278T Transforming Schools

Fall semester	California State University, Fresno
Educational Leadership and Administration Program	Department of Educational Research and Administration
1 unit	Education Building
Friday (5-9PM) and Saturday (8-6PM)	Office: ED 350
Dr. Donald Wise and program faculty	
Tel. 278-0350	dwise@csufresno.edu

Prerequisites

The prerequisite for this course is to hold a current Preliminary Administrative Services Credential and be employed as a school or district administrator.

Course requirements and expectations:

This is a graduate level course designed for experienced educators who are currently in supervisory positions. All students are expected to make important contributions to the course by participating collaboratively and actively in all class discussions as mentioned above. Quality participation is expected in the discussions, class presentations, and other oral and written assignments. Students are expected to be punctual in class attendance and with any/all assignments. Late assignments and/or attendance will be reflected in the course grade. Any

special problem or situation should be discussed with the instructor privately. This course will follow the university's policy on cheating and plagiarism as found in the General Catalog.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made. The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.

Culminating Exercise

All students will write a reflective paper (double space, 12 point font) explaining how they will apply specific new learnings to their site and relate these learning to the CPSELs. This paper is due by 5:00 PM, on the Monday two weeks after the completion of course instruction.

Course Dates and Topics

Friday

- Introductions (5:00)
- What is transformational leadership?
- Leadership and the Art of Possibility
- Develop Operational Definition of Transformational Leadership
- Set the stage for Saturday (8:00)

Saturday

- Leadership Review
- Transformation – Interview with a leader/coach
- Coaching as Leading
- What the research says
- What the leaders say (panel discussion)
- Closing Comments and Evaluation – Plus and Delta

The CPSELs

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to prepare instructional leaders for our schools. The program is designed around the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

1. Shared Vision of Learning – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Culture of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Management of the School in the Service of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Working With Diverse Families and Communities – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Personal Ethics and Leadership Capacity – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

12. Political, Social, Economic, Legal and Cultural Understanding – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

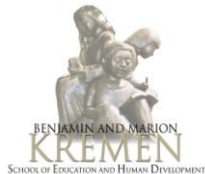
After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made.
The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.

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Syllabus for EAD 264 Legal Aspects of Education

Clear Administrative Services Credential

Course Description

This course is designed for current school administrators who work in today's complex and challenging schools. The course is designed to give participants practice in making timely and thoughtful decisions about student, employee and business matters that have legal ramifications.

General knowledge of issues and learning how to address legal problems is essential for every school administrator. It is simply not possible to have a leadership position that does not involve decision making concerning student discipline, personnel decisions, property decisions or other issues impacting a school district's potential legal liability. The decision to enter school administration is a decision to enter a litigious environment. The goal of the course is to assist you, as administrators, to:

- Insure your decisions include a general understanding of potential legal implications;
- Anticipate legal problems in your daily leadership role;
- Learn to work with your legal counsel and discuss legal issues which may arise;
- Understand questions to ask counsel to help develop solutions to legal problems;
- Protect yourself and your district from legal liability;
- Protect the legal rights of your employees and students.

EAD 264 Legal Aspects of Education

Fall Semester

Educational Leadership and Administration Program

2 units

3 weekends: Friday 6-9 PM, Saturday 8-4 PM

Instructor:

California State University, Fresno

Department of Educational Research
and Administration

Contact information:

All of the CPSELs will be taken into account in this course with special emphasis on CPSEL 6. Political, Social, Economic, Legal and Cultural Understanding.

Prerequisites

The prerequisites for this course are to hold a current Preliminary Administrative Services Credential, hold an administrative position in a school or district office, and to be accepted into the Clear Administrative Services Credential program.

Course requirements and expectations

This is a graduate level course designed for experienced educators who are currently in supervisory positions. All students are expected to make important contributions to the course by participating collaboratively and actively in all class discussions as mentioned above. Quality participation is expected in the discussions, class presentations, and other oral and written assignments. Students are expected to be punctual in class attendance and with any/all assignments. Late assignments and/or attendance will be reflected in the semester grade. Any special problem or situation should be discussed with the professor privately. This course will follow the university's policy on cheating and plagiarism as found in the General Catalog.

Assignments and grading

Final grades will be based on the percentage of points acquired over the semester. A total of 500 points is possible. A=90% or higher (450-500 points), B=80%-89% (400-449), C=70%-79% (350-399). No extra credit will be given. No final grades will be issued to any student who has not paid for all textbooks and other materials.

1. Students are required to be on time and present for all class sessions and to participate in class discussions and activities. Attendance and participation will be factored into final grades (100 points maximum).
2. Each student will write two papers. Topics will be assigned for each paper with the first assignment due during the second weekend of the course and the second assignment due two weeks after the final weekend of class. Each paper will address a legal issue using board policy, administrative regulations, the Education Code, or other appropriate legal tools. (200 points per paper).
 - Papers must be double spaced
 - Papers shall be no longer than 5 pages in length
 - No handwritten papers will be accepted
 - Papers must satisfy the Standard 12 requirements for the course

Papers may be turned in during class, mailed, e-mailed, or faxed to the instructor **on or before the due date**. All papers, which are mailed or faxed, should be directed to the attention of the instructor. E-mailed papers should be converted to Microsoft Word, Rich Text Format (RFT), or WordPerfect format before sending. All papers should include the required reflection regarding the CPSELs (see below).

Materials

Course materials will be a compilation of class handouts provided by the instructors. You may purchase a copy of the materials from the instructor the first night of class. Students will be charged only the actual cost of duplication of the materials.

The CPSELs

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to prepare instructional leaders for our schools. The program is designed around the California

Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

1. Shared Vision of Learning – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Culture of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Management of the School in the Service of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Working With Diverse Families and Communities – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Personal Ethics and Leadership Capacity – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

13. Political, Social, Economic, Legal and Cultural Understanding – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made.
The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.

Educational Leadership and Administration Program



Leadership for Diverse Communities
Our mission is to prepare credible and
relevant leaders in education.

Syllabus for
EAD 266 School Finance and Business Administration
Clear Administrative Services Credential

Course Description

This course is designed for current school administrators who work in today's complex and challenging schools. The course is designed to give participants practice in making timely and thoughtful decisions about student, employee, and school matters that have financial and business ramifications. The economic perspectives and practices of school finance and business administration will be covered, as well as local, state, and federal responsibility for financial support of education. Students will gain an understanding of the overall financial and business functions and processes at a school site and in a district.

EAD 266 School Finance and Business Administration

Spring Semester	California State University, Fresno
Educational Leadership and Administration Program	Department of Educational Research and Administration
2 units	
3 weekends: Friday 6-9 PM, Saturday 8-4 PM	Contact information:
Instructor:	

All of the CPSELs will be taken into account in this course with special emphasis on CPSEL 6. Political, Social, Economic, Legal and Cultural Understanding.

Prerequisites

The prerequisites for this course are to hold a current Preliminary Administrative Services Credential, be employed as a school or district administrator, and to be accepted into the Clear Administrative Services Credential program.

Course requirements and expectations

This is a graduate level course designed for experienced educators who are currently in supervisory positions. All students are expected to make important contributions to the course by participating collaboratively and actively in all class discussions as mentioned above. Quality participation is expected in the discussions, class presentations, and other oral and written assignments. Students are expected to be punctual in class attendance and with any/all assignments. Late assignments and/or attendance will be reflected in the semester grade. Any special problem or situation should be discussed with the professor privately. This course will follow the university's policy on cheating and plagiarism as found in the General Catalog.

Assignments and grading

Final grades will be based on the percentage of points acquired over the semester. A total of 500 points is possible. A=90% or higher (450-500 points), B=80%-89% (400-449), C=70%-79% (350-399). No extra credit will be given. No final grades will be issued to any student who has not paid for all textbooks and other materials.

3. Students are required to be on time and present for all class sessions and to participate in class discussions and activities. Attendance and participation will be factored into final grades (100 points maximum).
4. Each student will write two papers. Topics will be assigned for each paper with the first assignment due during the second weekend of the course and the second assignment due two weeks after the final weekend of class. Each paper will address a financial and/or business issue using board policy, administrative regulations, the Education Code, or other appropriate legal tools. Special emphasis will be placed on one assignment for the management of categorical funds. (200 points per paper).
 - Papers must be double spaced
 - Papers shall be no longer than 5 pages in length
 - No handwritten papers will be accepted
 - Papers must satisfy the Standard 12 requirements for the course

Papers may be turned in during class, mailed, e-mailed, or faxed to the instructor **on or before the due date**. All papers, which are mailed or faxed, should be directed to the attention of the instructor. E-mailed papers should be converted to Microsoft Word, Rich Text Format (RFT), or WordPerfect format before sending. All papers should include the required reflection regarding the CPSELs (see below).

Materials

Course materials will be a compilation of class handouts provided by the instructors and/or a CD-ROM. You may purchase a copy of the materials from the instructor the first night of class. Students will be charged only the actual cost of duplication of the materials.

The CPSELs

In order to be credible and relevant to the school districts that we serve, the Clear Administrative Services Credential program has been designed to provide a logical structure of learning activities that also allows for a high degree of individualization to meet the learning needs to prepare instructional leaders for our schools. The program is designed around the California Professional Standards for Educational Leaders (CPSELs) with the following six major areas of focus:

1. Shared Vision of Learning – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Culture of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. Management of the School in the Service of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Working With Diverse Families and Communities – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Personal Ethics and Leadership Capacity – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

14. Political, Social, Economic, Legal and Cultural Understanding – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made.

The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.



Educational Leadership and Administration Program

Leadership for Diverse Communities

Our mission is to prepare credible and relevant leaders in education.

Syllabus for EAD 275 Personnel Administration in Education

Clear Administrative Services Credential

Course Description

This course is designed for school administrators who will work in today's complex and challenging schools. The course is designed to give participants practice in making timely and thoughtful decisions about personnel matters, with an emphasis on legal ramifications of employment decisions.

General knowledge of labor and personnel issues is essential for every school administrator. It is simply not possible to have a leadership position that does not involve personnel decision-making, including those issues that impact a school district's potential legal liability. The decision to enter school administration is a decision to enter a litigious environment. The goal of the course is to assist you, as administrators, to:

- Understand the basic Education Code framework for certified, classified and administrative employees;
- Understand the role of unions in the school environment;
- Understand legal prohibitions against harassment, discrimination, and retaliation;
- Understand employee leave rules;
- Learn techniques to effectively evaluate and discipline employees;
- Insure your decisions include a general understanding of potential legal implications;
- Anticipate legal problems in your daily leadership role;
- Understand questions to ask counsel to help develop solutions to legal problems;
- Protect yourself and your district from legal liability;
- Protect the legal rights of your employees.

EAD 275 Personnel Administration in Education

Fall Semester

Educational Leadership and Administration Program

2 units

3 weekends: Friday 6-9 PM, Saturday 8-4 PM

Instructor:

California State University, Fresno

Department of Educational Research
and Administration

Contact information:

All of the CPSELs will be taken into account in this course with special emphasis on CPSEL 6. Political, Social, Economic, Legal and Cultural Understanding.

Prerequisites

The prerequisites for this course are to hold a current Preliminary Administrative Services Credential and to be accepted into the Clear Administrative Services Credential program.

Course requirements and expectations

Assignments and grading

Final grades will be based on the percentage of points acquired over the semester. A total of 500 points is possible. A=90% or higher (450-500 points), B=80%-89% (400-449), C=70%-79% (350-399). No extra credit will be given. No final grades will be issued to any student who has not paid for all textbooks and other materials.

5. Students are required to be on time and present for all class sessions and to participate in class discussions and activities. Attendance and participation will be factored into final grades (100 points maximum).
6. Each student will write two papers. Topics will be assigned for each paper with the first assignment due during the second weekend of the course and the second assignment due two weeks after the final weekend of class. Each paper will address a personnel issue using board policy, administrative regulations, the Education Code, CPSELs or other appropriate legal tools. (200 points per paper).
 - Papers must be double spaced
 - Papers shall be no longer than 5 pages in length
 - No handwritten papers will be accepted
 - Papers must satisfy the Standard 12 requirements for the course

Papers may be turned in during class, mailed, e-mailed, or faxed to the instructor **on or before the due date**. All papers, which are mailed or faxed, should be directed to the attention of the instructor. E-mailed papers should be converted to Microsoft Word, Rich Text Format (RFT), or WordPerfect format before sending. All papers should include the required reflection regarding the CPSELs (see below).

Materials

Course materials will be a compilation of class handouts provided by the instructors. You may purchase a copy of the materials from the instructor the first night of class. Students will be charged only the actual cost of duplication of the materials.

The CPSELs

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3. Management of the School in the Service of Teaching and Learning – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

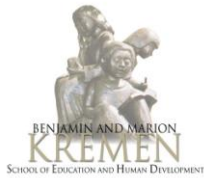
4. Working With Diverse Families and Communities – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Personal Ethics and Leadership Capacity – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

15. Political, Social, Economic, Legal and Cultural Understanding – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made.
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Educational Leadership and Administration Program

Leadership for Diverse Communities

*Our mission is to prepare credible and
relevant leaders in education.*

Syllabus for EAD 278T Interpersonal Relations

Clear Administrative Services Credential

Course Description

This course highlights issues related to Interpersonal Relations and Conflict Resolution. Topics that are covered include Defining and the Diagnosis of Conflict, Power as a Variable in Conflict, Defining Positions, Interests and Needs, Behaviors Needed to Resolve Conflicts, Principles of Conflict Resolution, Communication, Problem Solving, Analyzing Anger, Horton Model of Conflict Resolution, Mediation, Peer Mediation, Arbitration, and Polarity Management.

The purpose of this course is to develop a broad-based awareness of the issues and variables that contribute to conflict, to develop skills and competencies to resolve conflicts, and to become aware of the methods and procedures available to resolve conflicts.

All of the CPSELs will be taken into account in this course with special emphasis on CPSEL 5. Personal Ethics and Leadership Capacity.

EAD 278T Transforming Schools

1 unit	California State University, Fresno
Educational Leadership and Administration Program	Department of Educational Research
Friday (4-9PM) and Saturday (8-6PM)	and Administration
Dr. Sharon Brown-Welty and program faculty	Office: ED 350
Tel. 278-0350	sharonb@csufresno.edu

The participant's knowledge base will be enhanced in the following areas:

Communication

Use of Power

Analyzing Anger

Mediation

Peer Mediation

Arbitration

Principles of Conflict Resolution

The following skills and competencies will be developed:

Active Listening

Communication

Problem Solving
Lateral Thinking
Identifying Positions, Interests and Needs
Mediation
Resolving Conflicts
Negotiation

Prerequisites

The prerequisite for this course is to hold a current Preliminary Administrative Services Credential and be employed as a school or district administrator.

Course requirements and expectations:

Attendance is required. This is a graduate level course designed for experienced educators who are currently in supervisory positions. All students are expected to make important contributions to the course by participating collaboratively and actively in all class discussions as mentioned above. Quality participation is expected in the discussions, class presentations, and other oral and written assignments. Students are expected to be punctual in class attendance and with any/all assignments. Late assignments and/or attendance will be reflected in the semester grade. Any special problem or situation should be discussed with the professor privately. This course will follow the university's policy on cheating and plagiarism as found in the General Catalog.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made. The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.

Culminating Exercise

One three to five page analysis of a conflict with proposed resolutions will be due within two weeks of the final session of the course. The paper can be submitted as attachments to emails, mailed, dropped off in my office or sent by fax. The paper should also reflect upon how the material in this course relates to the CPSELs.

Course Grades

Class Participation: 50%

Written Assignment: 50%

Suggested Texts

The Win-Win Negotiator by Ross R. Reck and Brian G. Long, Spartan Publications, Inc., 1987

Getting to Yes by Roger Fisher and William Ury, Penguin Books USA, Inc., 1991.

Conflict Management in Higher Education by Susan Holton, Jossey-Bass, Number 92, Winter 1995.

Conflict Resolution in the Schools: A Manual for Educators by Kathryn Girard and Susan j. Koch, Jossey-Bass, 1996.

The Handbook of Conflict Resolution Education: A Guide to Building Quality Programs in Schools, Jossey-Bass, 1998.

The CPSELs

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5. Personal Ethics and Leadership Capacity – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

16. Political, Social, Economic, Legal and Cultural Understanding – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

After completing any major activity and any coursework in the program, candidates are asked to provide a written reflection on their learning with regard to one or more CPSELs and the CPSELs in general. This reflection should indicate how the learning has affected the candidate's development as a leader and administrator. The reflection does not need to be more than two pages, double space, and the writing should be of graduate quality.

Notes: Students with special needs addressed by the Americans with Disabilities Act should notify the instructor immediately so that any necessary special provisions can be made.

The class schedule, procedures, and topics are subject to change in the event of extenuating circumstances.

**Syllabi from the Doctoral Program
in
Educational Leadership at Fresno State (DPELS)
for the
Clear Administrative Services Credential**

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

EDL 201: Organizational Theory in Complex Organizations

Fall 2010

Units: 3 Semester Units

Instructor:	Dr. Debra Harris
Office:	Psy/Human Services 146
Office Hours:	Monday 9:00am – 2:00pm;; by Appt.
Phone:	278-2966
Fax:	278-7191
Email:	dharris@csufresno.edu

Course Description

The course combines alternate views of organizational theory with applications to the structure of the school; to critical roles played by teachers/faculty, principals/directors and other school personnel; and examines the relationships among structural elements of schools.

Core Elements

Systematic Educational Reform, Visionary Leadership, Complexity in Organizations, Collaborative Management, Diversity and Equity, Educational Policy Environments, Educational Accountability, School and Campus Cultures, Curriculum and Instructional Reform, Human Resource Development, Communications and Governmental Relations, Assessment and Evaluation, Applied Quantitative Inquiry, Applied Qualitative Inquiry, Data-driven Decision-making, Research, Professional Practice.

Student Learning Objectives

- 1.1 Graduates will be able to construct a leadership vision that will facilitate educational reform.
 17. Graduates will be able to develop a nurturing school culture that supports student learning
- 1.4 Graduates will be able to develop resource and fiscal plans that support an effective and safe learning environment.
- 2.1 Graduates will be able to lead collaborative team building and creating solutions to problems that demonstrates sound instructional leadership.
- 2.2 Graduates will be able to write about educational issues that demonstrates their understanding of the educational issue and/or problem.
- 3.1 Graduates will be able to access current literature.
- 3.2 Graduates will be able to write a literature review.

Course Objectives

Students will be able to:

1. To be able to articulate the fundamental concepts of organization theory.
2. To apply theory systematically to work-related situations, specifically to inform instructional policies, cultures, and practices.
3. To identify the critical components of organizational metaphors, and how they can be used to evaluate and improve school culture
4. To write a scholarly analysis of a problem situation using theory and metaphors to gain new insights into understanding the role of leaders.

5. To develop a deeper understanding of the role of leaders by offering possible organization-based decisions to problem situations and cases.
6. To articulate several theories of leadership that lead to instructional practices that closes the achievement gap.
7. To develop collaborative habits that will carry forward into leadership positions.

Administrator Dispositions

The faculty of the KSOEHD fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

General Statements

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

Further information on policies regarding plagiarism, cheating, sexual harassment and student conduct can be found in the University Catalog and the Schedule of Courses.

In the interest of safety, students are advised to leave the building in groups. University security escorts are available by calling 278-2132.

Required Texts and Readings

Andrews, D. & Lewis, M. (2004). Building Sustainable Futures: Emerging Understandings of the Significant Contribution of the Professional Learning Community. *Improving Schools*, 7(2), 129-150.

Bolman, L. G. & Deal, T. E. (2003) *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass, Inc.

Bolman, L. G., & Deal, T. E. (2002). *Reframing the Path to School Leadership*, CA: Corwin Press, Inc.

Boyce, M. E. (2003, Winter). Organizational Learning is Essential to Achieving and Sustaining Change in Higher Education. *Innovative higher Education*, 28 (2), 119-136.

Hesselbein, F., Goldsmith, M., & Beckhard, R. (1997). *The Organization of the Future*, The Drucker Foundation.

Kezar, A. (2006). Rethinking Public Higher Education Governing Boards Performance: Results of a National Study of Governing Boards in the United States. *The Journal of Higher Education*, 77 (6), 968-1008.

Land, D. (2002, Summer). Local School Boards Under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement, *Review of Educational Research*, 72 (2), 228 – 277.

Manasse, A. L. (1985, Autumn). Vision and Leadership: Paying Attention to Intention. *Peabody Journal of Education*, 63 (1), 150-173.

Morgan, G. (2006). *Images of Organization* (Executive Edition). Thousand Oaks, CA: Sage.

Morgan, G. (). *Imaginization: The Art of Creative Management*.

PEW Higher Education Roundtable. (1995). Policy Perspectives: A Calling to Account. ERIC (ED 390369).

Scott, W. R. (1998). *Organizations; Rational, Natural, and Open Systems (4th Ed.)*. New Jersey: Prentice Hall.

Tierney, W. G. (1988). Organizational Culture in Higher Education: Defining the Essentials, *Journal of Higher Education*, 59(1), 1-19.

Grading Policy

Students will be graded on the case study paper and presentation (30%), research paper (40%), research paper presentation (15%) and class participation (15%). The topic of the paper/presentation must be submitted for approval by the instructor.

Guest Speakers

Fresno Unified School District Board Member

The Role of the School Board: What Role does the School Board Play in Affecting Student Learning in the Classroom?

CSU Trustee

The Role of Governing Boards: How does the Governing Board Directly Affect Campus Classrooms?

SCCC Trustee

The Role of Governing Boards: How does the Governing Board Directly Affect Campus Classrooms?

Lecture Topics

August 23	Introduction to the class Case Study Review Readings: Morgan, Chapters 1-2
August 30	Grounding: “A Practical Rationale for classroom Assessment: The SWOT Approach” by McLaurin, Bell, Smith http://eric.ed.gov/PDFS/ED507140.pdf Case Study: SWOT Analysis Readings: Morgan, Chapters 3,4,12, Bibliographic Notes Group Meeting on Case Study
September 6	No Class – Labor Day
September 13	Grounding: Bolman and Deal, Reframing the Path to School Leadership, Introduction and Part I Readings: Morgan, Chapters 5-6 Group Meeting on Case Study DUE: Topic for Presentation and Research Paper Due – 1 paragraph
September 20	Grounding: Reframing Path to School Leadership, Part II Readings: Bolman and Deal, Chapter 1; Morgan Chapter 7 Group Meeting on Case Study
September 27	Grounding: Reframing Path to School Leadership, Part III Readings: Bolman and Deal, Chapter 2; Morgan Chapter 8 Group Meeting on Case Study
October 4	Grounding: Reframing Path to School Leadership, Part IV Readings: Bolman and Deal, Chapter 3; Morgan Chapter 9 Group Meeting on Case Study
October 11	Grounding: Reframing Path to School Leadership, Part V Readings: Bolman and Deal, Chapters 4 – 5; Morgan 10 & 11

Group Meeting on Case Study

- October 18 Grounding: Reframing Path to School Leadership, Part VI
 Readings: Bolman and Deal, Chapters 6 – 8
 Organizations of the Future, Chapters 17-19
 Group Meeting on Case Study
 DUE: Individual Research Paper – Introduction
- October 25 Grounding: Boyce Article
 Readings: Bolman and Deal, Chapters 9 – 11
 Organizations, Rational, Natural, and Open, Chapters 11-12
 Group Meeting on Case Study
- November 1 Presentation – Individual Research Paper (5)
 Visiting Speakers (Board Members)
 Readings: To be forwarded
 Group Meeting on Case Study
- November 8 No Class – Research Night
- November 15 Presentation – Individual Research Paper (5)
 Readings: Bolman and Deal, Chapters 12 – 13, 15
 Group Meeting on Case Study
 DUE: Individual Research Paper –Introduction (previously submitted with corrections)
 & Review of Relevant Research
- November 29 Presentation – Individual Research Paper (5)
 Readings: Bolman and Deal, Chapters 16-17, 20
 DUE: Group Case Study & Presentations
- December 6 Oral Presentations (5)
 Reading: Morgan, Imaginization: The Art of Creative Management
 Grounding: To be forwarded
 Leadership the Art of Possibility Video
- December 12 Oral Presentation – Individual Research Paper (5)

Assignment Due Dates

- | | |
|--------------|--|
| Weekly | Case Study Discussion |
| September 13 | Topic of Research Paper |
| October 25 | Group Case Study |
| October 18 | Individual Research Paper – Introduction |
| November 15 | Individual Research Paper – Introduction and Review of Relevant Research |

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

EDL 202: Educational Reform

Spring 2008

Units: 3 Semester Units

Instructor: Walter L. Buster

Office: Kremen School of Education, room 499

Office Hours: by request

Phone: 559 696 9872

Fax: 559 435 9127

Email: wbuster@csufresno.edu

Course Description

Examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

Core Elements

Systematic Educational Reform, Visionary Leadership, Complexity in Organizations, Collaborative Management, Diversity and Equity, Educational Policy Environments, Educational Accountability, School and Campus Cultures, Curriculum and Instructional Reform, Communications and Governmental Relations, Assessment and Evaluation, Research, Professional Practice.

Student Learning Objectives

- 1.1 Graduates will be able to construct a leadership vision that facilitates educational reform at either Pre-K-12 or Post-secondary education levels.
- 1.2 Graduates will be aware of competing educational interests and the effects of decisions on policy. This objective will be accomplished through forums (e.g., CVELI), and other seminars outside of regular class meetings.
- 1.3 Graduates will be able to develop a nurturing school culture in either Pre-K-12 or Post-secondary education settings that supports student learning
- 1.4 Graduates will be able to develop resource and fiscal plans that support an effective and safe learning environment.
- 2.1 Graduates will be able to conduct education evaluations and assessments in educational settings.
- 2.2 Graduates will be able to lead collaborative team building and creating solutions to problems that demonstrates sound instructional leadership.

- 3.1 Graduates will be able to access current literature.
- 3.2 Graduates will be able to write a literature review focused on reform on either the Pre-K-12 system or the post-secondary system.

Course Objectives

Students will be able to:

1. To review the organizational theory/structure/culture literature and to understand how these constructs relate to leading change and educational reform at either the Pre-K-12 or Post-secondary education level.
2. To examine literature on educational planning and reform.
3. To discuss and critique readings on planning and reform and leadership.
4. To understand the dynamics and forces behind educational reform.
5. To develop strategies and skills needed to be a leader of instructional educational reform.
6. To understand how leaders of diverse orientations lead organizations, including begin part of a collaborative team that affects student learning.
7. To use understandings of organizational planning and reform to better understand and lead in your own organizations.
8. To examine the reasons behind the successes and failures of educational reform.

Administrator Dispositions

The faculty of the KSOEHD fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

General Statements

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

Further information on policies regarding plagiarism, cheating, sexual harassment and student conduct can be found in the University Catalog and the Schedule of Courses.

In the interest of safety, students are advised to leave the building in groups. University security escorts are available by calling 278-2132.

Required Texts and Readings

Fullan, M. (2001). *Leading in a culture of change*. Jossey-Bass: San Francisco, CA.

Gold, E., Simon, E., Mundell, L., & Brown, C. (2004). Bringing community organizing into the school reform picture. *Nonprofit and Voluntary Sector Quarterly*, 33, 54S – 76S.

Senge, P. (2006). *The Fifth Discipline: The art & practice of the learning organization*. Doubleday: NY.

St. John, E. P., Manset-Williamson, G., Chung, C., & Michael, R. S. (2005). Assessing the rationales for educational reforms: An examination of policy claims about professional development, comprehensive reform, and direct instruction. Education Administration Quarterly, 41, 480-519.

Supovitz, J. A. & Taylor, B. S. (2005). Systemic education evaluation: Evaluating the impact of systemwide reform in education. *American Journal of Evaluation*, 26, 204 – 230.

Other readings may be provided by the instructor.

Lecture Topics

January 25-26: All classes are 5 to 9 p.m. Fridays and 9 to 5 Saturdays

- Readings: Fullan, *Leading in a Culture of Change*
- Activities: Discuss class objectives, requirements and expectations.
Planning Contexts and Theory
Selection of area of study
Selection of project district
- Topics: Issues of leadership and change in organizations

February 8-9:

- Readings: Fullan, *Leading in a Culture of Change*
St. John, Manset-Williamson, Chung & Michael
- Activities: Identifying characteristics and the nature of leadership discussed by and implications for your selected organizations.
Effectiveness of reform on PD and instruction
Report on initial interview with your project district

March 7-8:

- Readings: Senge, P. (2006). *The Fifth Discipline: The art & practice of the learning organization.*
Gold, Simon, Mundell & Brown
Supovitz & Taylor
- Discussion: Organizations and their communities.
Organizational culture and the problems/opportunities for change.
SWOT Analysis (strengths, weaknesses, opportunities, and threats to organization's viability and success).
What steps are necessary in planning successful change?
Does a community plan differently based on the socio-economic status of its citizens?
- Activities: Using conceptions of culture and community in planning and leading Change (application exercise).

April 11-12:

- Reading: Senge, P. (2006). *The Fifth Discipline: The art & practice of the learning organization.*
- Discussion: The potential and realities of becoming a learning organization.
- Activities: Final Report to Districts

Guest Presenter: David Mas Masumoto “Change as seen by a farmer and a poet”

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

Grading Policy

1. Class participation as demonstrated through discussion of assigned readings and class attendance. Individual class members may be asked to lead discussions on topics related to the assigned readings. Class attendance is mandatory. Absence from class may result in the processing of an administrative withdrawal from the course with no credit given. Late arrivals and early departures from class are not appropriate – the class needs YOU for this learning experience. 40% of grade.
2. Written and oral draft presentation (4-5 pages) applying course concepts to reform to either the Pre-K-12 system or the Post-secondary education system in your selected organization 10%
3. Collaborative integrative presentation presented in class on the study conducted for your organization. 20%
4. Final paper on your organization and participation in completing journal article.
Paper Due Date: April 20

Project Detail

Select a district or institution for your study

- Woodlake School District—English Language Learners
- Madera County Office of Education—Alternative Education Programs and Pioneer Technical Center; Special Education students and the CAHSEE
- State Center Community College District—development and implementation of activities designed to select future leaders for SCCCD
- Caruthers Unified School District—analysis on interventions for all students

- California State University, Fresno—the effectiveness of the design and delivery efforts of the Central Valley Educational Leadership Institute and its partnership with Springboard Schools (www.springboardschools.org).
 - Anytime, Anywhere Learning Foundation (www.aalf.org) impact of one to one computing on student achievement—Corcoran Unified School District is a local case study
 - Central Unified School District—developing a plan for increasing the passing rate in advanced placement courses
 - Golden Valley Unified School District—MICA (Math in Careers Academy) at Liberty High School or Response to Intervention program
 - Merced County Office of Education—researching the 35% county-wide attrition rate for ROP and research that could possibly reduce ROP transportation costs by creatively looking at other options.
 - Central Unified School District—impact and results of Advanced Placement curriculum
 - Fresno Unified School District—Irvine Planning Grant, Project Success
 - Clovis Unified School District—Research on the relation of the nutritional value of food served by the district food service operations and its impact on student achievement
1. Make an appointment with key personnel. Use the change model interview strategy presented in class.
 2. Meet with Dr. Buster to discuss interview plans.
 3. On February 8-9, report on the interview to the class.
 4. Working with the superintendent, determine the desired change in the district that you will study.
 5. On March 7-8, make a presentation to the class on the agreement created with the superintendent.
 6. Conduct the study and create an initial plan for implementation. Write a final paper on the work conducted for the district. The final paper must include a review of the literature.
 7. Report to the class on April 11-12. Invite key participants in your study to class to hear your presentation.
 8. Work with the class to create one document for submission to a journal.

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

EDL 280T: Human Resource Administration
Spring, 2010
Units: 3 Semester Units

Instructor: Dr. Julie Olson-Buchanan
Office: Peters Building, Room 289
Office Hours: Wednesdays, 1:30 – 3:30 and by arrangement
Phone: 278-2851 (Department office); 278-5258 (direct)
Fax: 278-4911
Email: julieo@csufresno.edu

Course Description

This course focuses on the application of human resource management theory, empirical findings, and best practices to school administration. The theories and practices associated with the major functions of human resources including recruiting, staffing, motivation, performance management and development will be examined. There will be an emphasis on the critical, strategic role of human resources in enhancing organizational effectiveness.

Core Elements

Visionary Leadership, Complexity in Organizations, Collaborative Management, Diversity and Equity, School and Campus Cultures, HR Development, Assessment and Evaluation, Research, Professional Practice.

Student Learning Objectives

1.2 Graduates of the DPELFS will demonstrate visionary educational leadership in the development articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; by modeling a personal code of ethics; and by developing professional leadership capacity.

2.2 Graduates of the DPELFS will be able to provide instructional leadership through collaborative team building; implementing research-based practices; and making and implementing decisions based on relevant data.

3.1 Graduates of the DPELFS will know how to access the current literature using available technology relative to educational leadership.

3.2 Graduates of the DPELFS will be able to write literature reviews for problems related to instructional leadership, school administration and reform, social and cultural contexts of schools, primary language and customs as they relate to academic development, and issues related to school effectiveness.

3.4 Graduates of the DPELFS will be able to demonstrate their understanding of how theory informs practice with respect to school effectiveness and in the academic development of children.

Course Objectives

Students will be able to:

- Identify and understand the relevant theories and best practices associated with the major HR functions.
- Apply relevant theories and best practices to the management of people in school administration.
- Understand the strategic role of human resource management in organizational effectiveness.
- Identify and understand the legal and cultural context and challenges in which HR functions operate.
- Critically assess and evaluate human resource policies and practices.

Administrator Dispositions

The faculty of the KSOEHD fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

General Statements

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

Further information on policies regarding plagiarism, cheating, sexual harassment and student conduct can be found in the University Catalog and the Schedule of Courses.

In the interest of safety, students are advised to leave the building in groups. University security escorts are available by calling 278-2132.

Required Texts

Dessler, G. (2009). *A Framework for Human Resource Management (5th Ed.)*. Upper Saddle River, New Jersey: Prentice-Hall.

Note: the 4th edition of this text is acceptable as well.

Other Readings *

- Boswell, W.R., & Olson-Buchanan, J.B. (2007). The use of communication technologies after hours: The role of work attitudes and work-life conflict. *Journal of Management*, 33, 592-610.
- Bowen, D.E., Cropanzano, R., & Gililand, S.W. (2007). The management of organizational justice. *Academy of Management Perspectives*, November, 34-48.
- David, J.L. (2008). Teacher recruitment incentives. *Educational Leadership*, 4-2008, 84-86.
- Halpern, D, Reville, Grunewald (2008). Management and Legal Issues Regarding Electronic Surveillance of Employees in the Workplace. *Journal of Business Ethics*, 80, 175-180.
- Hudson, K. (2001). Transforming a conservative company: One laugh at a time. *Harvard Business Review*, July-August, 45-53.
- Kelley, C., Heneman, H., & Milanowski, A. (2002). Teacher motivation and school-based performance awards. *Educational Administration Quarterly*, 38(3), 372-401.
- Kerr, S. (1995). An academy classic on the folly of rewarding a, while hoping for b. *Academy of Management Executive*, 9(1), 7-14.
- Lee, D.M. (2005). Hiring the best teachers: Gaining a competitive edge in the teacher recruitment process. *Public Personnel Management*, 34(3), 263-270.
- Mack, C., Peterson, K.D., & Stevens, D. (2001). Presenting complex teacher evaluation data: Advantages of dossier organization techniques over portfolios. *Journal of Personnel Evaluation in Education*, 15(2), 121-133.
- Marshall, K. (2005). It's time to rethink teacher supervision and evaluation. *Phi Delta Kappan*, 86 (10), 727-735.
- Munoz, M.A., Rinehart, J.S., & Winter, P.A.(2002). Principal recruitment: An empirical evaluation of a school districts internal pool of principal certified personnel. *Journal of Personnel Evaluation in Education*, 16(2), 129-141.
- Murnane, R., & Cohen, D. (1986). Merit Pay and the Evaluation Problem: Why Most Merit Plans Fail and a Few Survive. *Harvard Education Review*, 56 (1), 1-17.
- Oto, T., & Young, I.P. (2004). The impact of age for Asian, Hispanic, and Native American teacher candidates on principals' screening decisions as viewed from a social distance perspective. *Leadership and Policy in Schools*, 3(4), 295-323.
- Pulakos, E.D., & Schmitt, N. (1995). Experience-based and situational interview questions: Studies of validity. *Personnel Psychology*, 48, 289-308.
- Smith, T.S. & Rowley, K. J. (2005). Enhancing Commitment or Tightening Control : TheFunction of Teacher Professional Development in an Era of Accountability. *Educational policy* 19(1), 126-154.
- Stansbury, K., Zimmerman, J. (2000). Lifelines to the classroom: Designing support for beginning teachers. *WestEd*, 2-17.

*Readings may be modified based on student feedback.

Grading Policy & Assignments

- 1) HR Hot Topics in Education: 30 %
 - a. Phase I (Individual)
 - b. Phase II (Collaborative)
- 2) Literature review (Individual): 35 %
- 3) Reflection journal (Individual): 20 %
- 4) Participation (including online): 15 %

18.HR Hot Topics in Education: 30 %

Phase I: The first phase of the project is to design and conduct a structured interview with an HR manager or someone who performs a number of HR functions in the Education field (preferably Pre-K-12). The purpose of this interview is to identify what the interviewee considers to be the five “hottest” HR issues or concerns that he or she faces today. A short report (no more than two pages) that describes your method and results is due on February 23rd. This portion is worth 5 % of the grade.

Phase II: In the second phase, you will present a 25-30 minute collaborative presentation (using Powerpoint) on one of the hot topics. Each group will select a “hot topic” from your combined interviews. The presentation should address (to the extent possible) the following questions: (1) Why is this topic important, from a strategic perspective, to organizational effectiveness in Pre-K-12? (2) What HR theories are relevant to this particular topic/issue? (3) What are the current HR best practices regarding this topic? (4) What information/research is lacking regarding this topic, as it relates to school administration? It is important to incorporate and cite appropriate research in your presentation. On the day of your presentation, please submit electronic and paper copies of the presentation and an annotated bibliography of the sources used for the presentation. An annotated bibliography should include summary, assessment, and reflection components. Please see <http://owl.english.purdue.edu/owl/resource/614/01/> for a good description of these components as they relate to annotated bibliographies. The presentation is worth 20 % of the grade and the bibliography is worth 5 %.

2) Literature Review: 35%

The literature review assignment is to write a brief (9-11 pages, 1 inch margins, double-spaced, APA format) review of the literature of an HR topic, particularly as it relates to the Education environment. You should incorporate, to the extent it is available, relevant theoretical, empirical, and practitioner literature in the paper. The topic for the literature review should be approved by me by March 9th. The literature review should be based on one of the remaining topics (not chosen for Phase II) from your hot topics interview or else another topic you propose. The literature review is due 5:00 on April 30th (please send to me as an attachment or use the digital dropbox in Blackboard).

19. Reflection Journal: 20 %

In this particular assignment, you are required to write about your reactions to the assigned readings, assignments, classroom and online discussion, lectures, guest speakers, and class exercises *as they relate to the course objectives*.

For example, in reflecting on the course readings, you could discuss what you find interesting about this topic, how it relates to your current job or career objective, what is perhaps unclear to you or not well understood in the literature on this topic, and flaws in the current state of research or thinking on the topic. You should feel free to offer your “informed opinion” and relate it to your personal experiences. In other words, it should not simply be a summary of that topic.

You will need to work on this particular assignment *throughout* the course and are expected to make at least 10 journal entries (about 1 page, double spaced each). The journal will be graded with respect to the appropriateness, rigor, and depth of your reflections. Entries should be well-written and well-organized, otherwise they will detract from the content of your message. The final document should be in a Word document and sent to me as an attachment by May 14th.

20. Participation: 15 %

As with most doctoral seminars, the quality of the course is directly related to the quality of class discussion. Consequently, students are expected to attend class, read all assigned literature prior to class, and actively contribute to in-class discussion. Effective and worthwhile participation includes contribution of comments that demonstrate knowledge and integration of the assigned readings, building on responses of others, and critical, but respectful analysis of others comments.

In addition, for the online component particularly, “timing” is an important dimension of participation. For the times when we are using online discussion, it is important to post comments throughout the discussion period.

Lecture Topics

(Note: Readings may be modified based on student feedback).

Session 1: January 26 (first day of class 4:00 – 6:50 p.m.)

Introduction to Human Resource Management

Strategic Management

[Dessler: Chapter 1](#)

Session 2: February 9 (4:00 – 9:50)
HRM Legal Context
Recruitment

Dessler: Chapters 2 & 3
Winter, Rinehart & Munoz, 2002
David, 2008
Lee, 2005

Session 3: February 23 (4:00 – 9:50)
Selection & Staffing

Dessler: Chapter 4
Young & Oto, 2004
Pulakos & Schmitt, 1995

HR Hot Topics Phase I Reports due

Session 4: March 9 (4:00 – 9:50)
Induction, Socialization & Development

Dessler: Chapter 5
Smith & Rowley, 2005
Stansbury & Zimmerman, 2000

Session 5: March 23 (4:00 – 9:50)
Performance Management

Dessler: Chapter 6
Marshall, 2005
Peterson, Stevens & Mack, 2001

HR Topics Phase II Presentations

Session 6: April 13 (4:00 – 9:50)
Motivation & Compensation

Dessler: Chapter 7
Kelley, Heneman, & Milanowski, 2002
Murnane & Cohen, 1986
Kerr, 1995

HR Topics Phase II Presentations

Session 7: April 27 (4:00 – 9:50)
Fairness, Discipline & Voice

Dessler: Chapter 8
Cropanzano, Bowden, & Gilliland, 2007
Halpern, Reville, & Grunewald, 2008

HR Topics Phase II Presentations

Literature review due April 30th, 5:00 pm

Session 8: May 11 (4:00 – 9:50)
Safety, Stress, & Work-Life Balance

Dessler: Chapter 10
Boswell & Olson-Buchanan, 2007
Hudson, 2001

Journals due May 14th, 5:00 pm

**KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP**

**EDL 280T: Resource Management & Fiscal Analysis
REVISED SYLLABUS
Fall Semester, 2010
Tuesday, 4:00-7:00
Room 444**

Instructor: Terry Bradley
Phone: (559) 251-3517—office
(559) 217-4888—cell
FAX: (559) 519-7989
Email: tbradley@sbcons.com
tbradley@csufresno.edu

Course Description:

Examination of the acquisition, distribution and management of fiscal, human and time resources in public education. Identification of the tools necessary for developing and enhancing financial resources that leads to the goals and aims of an individual school or district.

Student Learning Objectives:

By the end of the semester, students will be able to:

- Demonstrate an understanding of issues in school finance equity.
- Demonstrate an understanding of the history of school finance in the United States and California.
- Identify financial resource management problems in relation to legal and ethical issues.
- Develop a plan for the deployment and alignment of financial and human resources that enhance student achievement.
- Understand the impact of collective bargaining on school district budgeting and managing financial resources.
- Develop a positive employer-employee relationship through involvement in the allocation of financial and human resources
- Demonstrate an understanding of the budget development, deployment and administration process and its impact on the operation of an organization.
- Develop resource and fiscal plans that support an effective and safe learning environment.
- Demonstrate an understanding of the available financial resources available to school districts and the laws/regulations associated with said resources.

- Understand the importance and contributions of fiscal control processes (planning, budgeting, information systems, etc.) to the attainment of school/school district organizational goals and objectives.
- Conduct an evaluation of the allocation of resources on the operation and success of the school/school district.
- Demonstrate ability to access, analyze, evaluate and report on current literature in the area of financial resources.

General Statements:

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

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Required Texts and Readings:

- Guthrie, J. W., Springer, M. G., Rolle, R. A., & Houck, E. A. (2007) *Modern Education Finance and Policy*. Boston, MA: Pearson Education, Inc. (order at www.amazon (prices start at \$72.47 new and \$54.85 used)
- *Selected Readings on California School Finance*. (2010) Mountain View, CA: EdSource, Inc. (order at www.edsource.org (hard copy, \$50.00; e-textbook, \$30.00)

Grading Policy:

- *In-Class Participation (20 Percent)*—in-class participation is important. Each week students will have the opportunity to engage in active class participation in both group work and class debates. Students are expected to be prepared to engage in discussions related to the weekly readings.
- *Presentation of Assigned Readings (20 Percent)*—each student will be required to lead discussions on readings that will be assigned during the August 30 class. The student will be required to:
 - Provide a written outline of the assigned chapter/reading by providing each student in the class with a hard copy or posting the outline on “blackboard.”
 - Provide an in-class overview of the contents of the chapter/reading.
 - Facilitate an in-class discussion based on the chapter/reading.

- *Case Study Analysis (20 Percent)*—The Guthrie textbook contains five (5) case studies in Chapter One. Each student will be assigned to a team that will select one of the case studies for review, analysis and evaluation. Using practical experience and knowledge gained for a review of the literature, respond to the discussion questions at the end of each case study. Case studies will be assigned on August 31.

Each team shall prepare a written report of approximately five (5) pages with sufficient references to defend your argument. **Each team must be prepared to present and defend their paper in class on October 12.**

- *Final Project (40 Percent)*—The final assignment will be a team project that will provide your group with an opportunity to familiarize yourself with the relationship of the major divisions/ departments (you must select at least 2) of a selected unified school district and the role the divisions/departments played in the development of the District's 2010-11 General Fund budget. One of the divisions/departments must include the Business Division/Department. Preferably we will be able to select a rural (small), suburban (fairly large) and urban school district. The report shall be divided into the following three major areas:

➤ **Overview of the District**

The assignment will include an overview of the school district that highlights issues unique to the selected school district. The report will also include information on each of the selected divisions/departments and the major characteristics and responsibilities of each selected department. In addition, the paper will provide a narrative of the Team's assessment of the selected divisions/departments and their individual impact of the school district. Further, the paper will provide a summary of the demographics of the District including enrollment, ADA, social/economic and ethnic make-up of the student population, results of the most recent STAR test including District API and AYP information.

➤ **Review of the School District Budget for 2010-11**

This section of the report will include a review of the District's 2010-11 Budget including but not limited the following components:

- ✓ The total General Fund Budget
- ✓ The total of all other funds operated by the District (Adult, Child Development, Food Services, Deferred Maintenance, Building Funds, etc)
- ✓ Summary of the General Fund budget reductions for 2010-11 that had to be made because of reductions in State funding.
- ✓ The process used by the District in arriving at the General Fund reductions.
- ✓ The role the Business Office and the other Division/Department played in the determination of the budget reductions.
- ✓ The perceived impact the budget reductions will have on the operation of the District including the instructional and non-instructional programs.

- ✓ The District's certification (positive, qualified, negative) of the General Fund budget as approved by the Governing Board and certified by the County Office of Education.

➤ **Commendations and Recommendations**

Based on our class discussions and readings, the final component of the paper will include the commendations and recommendations of your team on each of divisions/departments selected for your study related to their working relationship and the role each division/department played in the development of the 2010-11 General Fund budget.

Each group will present their report to the entire class during the **December 7** class session. The team will determine the format for the report (written text, powerpoint, etc) and the type of presentation you will make to the class. Each member of the team must have a role in the class presentation.

The intent of this assignment is to provide you with the opportunity to apply the information covered in this course to assess the impact General Fund resources have on the instructional and non-instructional operation of school districts as well the role the business department/division and the other division/department you selected had in the development and corresponding budget reductions that had to be implemented in 2010-11.

Be prepared to select your groups and school districts at the **August 31** class meeting. Additional information on this assignment will be provided you at the August 31 class meeting including the procedures to follow in obtaining approval from the school district you select for your study.

Tentative Class Session Topics, Assigned Readings and Assignment Due Dates. Topics, Readings and Assignments starting with the October 7 class will be determined later

Date	Topic	Readings/Assignments Due
8/24	Course Overview Review of Syllabus Class Expectations Course Introduction Predictors of School District Instability Impact of California Budget on Education	Bradley Presentation Bradley Presentation
8/31	Discussion of August 24 Assignment on School District Revenue Limits Education Finance Challenges Confronting Educators (Case Studies) An Overview—Public Schools in California	Calculation of School District Revenue Limits for 2009-10 (revenue limit report and graph) Guthrie, Chapter 1 Ed Source, Chapter 1

	<p>Assignments for Semester:</p> <ul style="list-style-type: none"> • Case Studies from Chapter 1 (2 students per case study.) See 3rd item under grading policy • Presentation of Assigned Readings (each student will be assigned one chapter reading to lead discussion during class (see 2nd item under grading policy) 	<p>Guthrie, Chapter 1</p> <p>Gurthie, Chapter 3, 5, 7, 8, 10, 11</p> <p>Revenues and Revenue Limits, Chapter 1 and 2</p> <p>Selected Readings on California School Finance,</p> <ul style="list-style-type: none"> • Chapter 2 (all readings) • Chapter 3 (augmented by 2010-11 State Budget) • Chapter 4 (all readings) • Chapter 5 (both readings) • Chapter 6 (both readings) • Chapter 7 (all students will read and be responsible to participate in class discussion)
9/7	<p>United States Educational Finance History</p> <p>Introduction to California School Finance</p>	<p>Guthrie, Chapter 3</p> <p>Revenues and Revenue Limits, Chapter 1</p>
9/14	No Class—Reading will be assigned by instructor	
9/21	<p>California System of Funding Schools</p> <p>The Impact of Proposition 98 on California School Finance</p>	<p>Ed Source (Chapter 2)</p> <p>Revenues & Revenue Limits, Chapter 2</p>
9/28	<p>The Impact of Court Decisions on Education Financing</p> <p>The California Budget</p>	<p>Guthrie, Chapter 5</p> <p>Ed Source (Chapter 3 augmented by discussion on 2010-11 State Budget)</p>
10/5	<p>Sources of Revenue for Education</p> <p>Fund Accounting and Sources of Revenue for California School Districts Including Alternative Revenue Resources</p>	<p>Guthrie, Chapter 7</p> <p>Bradley Presentation</p>

	Comparing California with Other States	Ed Source (Chapter 5 augmented by California Budget Project Report)
10/12	Distributing Education Funds General Fund Expenditure Reporting for California School Districts	Guthrie, Chapter 8 Bradley Presentation
10/19	Team Reports on the Case Studies from Guthrie, Chapter 1 Budget Planning and Administration	See 3 rd Assignment under Grade Policy Guthrie, Chapter 10
10/26	District Budgeting The Development of the General Fund Budget for California School Districts	Ed Source (Chapter 4) Bradley Presentation on the Budgeting Process in California Public Schools
11/2	The Development of the General Fund Budget (continued) Development and Reporting of “Other” Fund Budgets	Bradley Presentation Bradley Presentation
11/9	Dealing with the Unprecedented Reduction in General Fund Resources for California Public Schools	Presentations by Leaders of Two Different School Districts
11/16	Managing Capital Facilities & Capital Facility Resources Financing Capital Facilities in California Public Schools	Guthrie (Chapter 11) Bradley Presentation
11/23	Concepts of Finance Reform Getting Down to Facts	Ed Source (Chapter 6) Ed Source (Chapter 7)
11/30	So You Want to be a District-Level Administrator and/or Superintendent	Bradley Presentation Along With Invited Guests

12/7	Team Presentations on School District Reports (Business Division/Department, 2 nd Division/Department and Budget Presentations)	See the “Final Project” assignment under Grading Policy
12/14	Final Culminating Activity	Individual Group Presentations (all Groups)

ADDITIONAL RESOURCES

- *Revenues and Revenue Limits*, (2009) Sacramento, CA: School Services of California, Inc.

WEB RESOURCES

- School Innovation & Advocacy, The Cabinet Report (obtain access from your school district)
- School Services of California, The Fiscal Report (obtain access from your school district)
- California Department of Education
- California School Finance
- Center On education Policy
- Center on Reinventing Public Education
- Child Trends DataBank
- Consortium for Policy Research in Education
- Ed-Data: CA K-12 Schools
- Ed Source
- Education Commission of the States
- Education Week
- Educational Leadership Journal

- Educational Policy Analysis Archives
- Fiscal & Crisis Management Assistance Team (FCMAT)
- Public Policy Institute of California
- U. S. Department of Education

California State University, Fresno

Kremen School of Education

EDL 280T: School Law *Spring 2011*

Course Syllabus

Instructor Information: Randy Edwards, Esq. & Paul J. Terry, Ed.D.

Contact Information:

Randy Edwards, Partner, Griswold Lasalle Cobb Dowd & Gin L.L.P.

311 North Douty Street

Hanford, California 93230

Work Phone: (559) 584-6656

E-mail: edwards@griswoldlasalle.com

Paul Terry, Superintendent, Hanford Elementary School District

714 N. White Street

Hanford, California 93230

Work Phone: (559) 585-3604

E-mail: pterry@hesd.k12.ca.us

Schedule Information: Course Number Spring 2011

Course Location: Room TBD

Meeting Times: TBD

Course Description

The course provides the legal foundation of U.S. public schools with an emphasis on California schools. There will be an overview of general principles of law and judicial decisions in relation to educational environments. The course will focus on legal responsibilities, constraints, and ways to effectively implement educational programs given legal requirements. The course will provide an understanding of federal law, California Education Code, California Code of Regulation, district policies, and school level regulations. Topics will include issues related to freedom of expression, separation of church and state, personnel law, liability, governance requirements, and special education.

Purpose of Course

Schools are confronted with a myriad of legal requirements that can either constrain or support effective implementation of the educational programs. Legal problems are increasing in number and complexity and resolution of these problems are frequently subject to judicial review. School leaders must possess knowledge of the law in order to avoid missteps that lead to

litigation that can be accompanied by expense and unwanted notoriety. Litigation cannot be avoided entirely, but school systems and educational leaders can reduce exposure to legal claims by understanding the law, anticipating problems, and instituting precautionary practices.

This course should achieve the following objectives:

1. Familiarize students with basic legal principles as they affect public schools.
2. Give each student the general principles of law related to legal and contractual policies and agreements.
3. Ensure and understanding of privacy rights as they relate to students and staff.
4. Provide an understanding of employment law with particular attention to collective bargaining statutes.
5. Provide each student with ability to operate educational programs within the parameters of federal, state and local laws, policies and regulations.
6. Give students the ability to acquire legal information and effective ways to use legal counsel.
7. Provide an understanding of major areas of school law related to freedom of expression, due process, discipline, and school attendance.
8. Provide an understanding of the rights of students with exceptional needs including identification, service provision, disciplinary actions, and due process.

Required Textbook

Kemerer, F. & Sansom, P. (2009) *California School Law, Second Edition*

Recommended Textbook

Kauble, P. (2009) *California Law Relating to Minors*

Course Topics

Session 1

Course Overview

The Legal System (Chapter 1)

Sources of Law

Powers and Functions of Courts

Understanding Judicial Decisions

California Schooling Structure

Session 2

Attendance, Instruction, and Assessment (Chapter 2)

Compulsory Attendance

Safe Learning Environment

Curriculum Standards

Copyright Law

The Internet

No Child Left Behind-Assessment and Accountability

Session 3

Equity and School Finance

State and Federal Court Cases

Proposition 13 & 98

State and Federal Revenue Sources

California Budget Process

Session 4

Unions and Collective Bargaining (Chapter 4)

Educational Employment Relations Act (EERA)

Public Employment Relations Board (PERB)

Contract Administration

Grievances and Unfair Labor Practices

Organizational Security

Session 5

Employment (Chapter 5)

Certificated Employees

Classified Employees

Administrators

Leave Rights

Antidiscrimination Laws

Session 6

Rights of Expression (Chapter 6)

Educator Expression Rights

Student Expression Rights

Expression Rights in the Classroom

Session 7

The School and Religion (Chapter 7)

Constitutional Law

The Pledge of Allegiance

School Prayer

Religion in the Classroom

Holiday Observances

Session 8

The Disabled Student (Chapter 8)

Special Education Law

Individuals with Disabilities Education Act

Free Appropriate Public Education

Child Find, Identification and Eligibility

The IEP

Session 9

The Disabled Student (Chapter 8)

Due Process

Section 504 and the American with Disabilities Act

Session 10

Student Discipline (Chapter 9)

Legal Framework for Student Discipline

Types of Discipline

Suspension and Expulsion

Suspension and Expulsion of Disabled Students

Session 11

Public Access and Privacy (Chapter 10)

The Brown Act

Public Records Act

Student Records

Student Search and Seizure

Session 12

Discrimination, Harassment and Bullying (Chapter 11)

Federal and State Discrimination Laws

Racial Discrimination-Title VI

Gender Discrimination-Title IX

Harassment

Bullying

Cyberbullying

Session 13

Liability (Chapter 12)

California Tort Claims Act

Fair Employment and Housing Act

Federal Law and Liability

***Point of Law Writing Assignment Due**

Session 14

Point of Law Presentations

Topic Introduction

Legal Research Review

Presentation, Findings, Summary

Session 15

Point of Law Presentations

Topic Introduction
Legal Research Review
Presentation, Findings, Summary
May 13, 2010
Final
Review of Point of Law Presentations

Class Requirements:

1. Mid-term Examination 15%
2. Final Examination: Point of Law Review and Presentation* 60%
3. Participation/Attendance 25%

Mid-term Examination:

Short essay responses (approximately 2-3 one page responses) to topics presented during first half of course.

Final Examination: Point of Law Paper & Presentation:

Choose a topic related to general principles of law and/or judicial decisions that impact schools and gain instructor approval of the topic. Prepare a presentation with relevant handouts on the topic. Prepare a one-page abstract of the presentation that will be distributed to all class members at the time of its presentation to the group. The presentation should be concise and limited to 30 to 40 minutes, including time for questions and class discussion. The use of PowerPoint, or other presentation formats, is encouraged, but not required. The goal is to provide classmates with a well researched summary of a key school-related legal issue.

Participation/Attendance:

Class attendance is critical given the once-per-week format of the course. Please contact an instructor if you anticipate scheduling issues that will impact attendance.

California State University, Fresno
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

Leadership for Diverse Communities

Our candidates are Ethical, Reflective, Critical Thinkers, Valuing Diversity and Life-Long Learning

**Conflict Resolution Education: Theory, Research and
Application for Educational Leaders
Summer Semester, 2010**

Instructor: **Pamela S. Lane-Garon, Ph.D.**

Office: ED 365

Office Hours: Tues. 3:00-4:00 PM and by appointment.

Phone: 260-3379

Email: pamelalg@csufresno.edu

Web Site: <http://www.csufresno.edu/mediatormentors/>

<http://www.creducation.org> www.casel.org

Course Description

Conflict Resolution is a doctoral level course designed to engage the P-12 and higher education leader in inquiry (conflict resolution research and best practice), analysis (conflict theory frameworks) and skill building (implementation of effective conflict resolution strategies—including school-wide program development). The course closely follows the US Department of Education's model curriculum designed to train educators in principles and practices of conflict management.

Core Elements

The Core Elements addressed by this class are: School and Campus Culture, Curriculum and Instructional Reform, Diversity and Equity, Student Development and Learning, Applied Quantitative Inquiry, Applied Qualitative Inquiry, Research, and Professional Practice.

Course Objectives

Doctoral students will engage in conflict inquiry a school sites, gathering data descriptive of the number and nature of conflicts occurring in the school population for a specified period.

Doctoral students will review the body of conflict resolution research and best practice literature related to schools.

Doctoral students will demonstrate personal mastery of effective conflict resolution strategies relative to children, adolescents and adults.

Doctoral students will become familiar with conflict resolution education programs and critique program utility with respect to familiar educational settings.

Administrator Dispositions

The faculty of the KSOEHD fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.

General Statements

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

Further information on policies regarding plagiarism, cheating, sexual harassment and student conduct can be found in the University Catalog and the Schedule of Courses.

In the interest of safety, students are advised to leave the building in groups. University security escorts are available by calling 278-2132.

Required Texts and Materials

Fisher, R and Ury, W. (1991) *Getting to Yes: Negotiating Agreement Without Giving In*. 2nd ed. New York: Penguin Bks.

Individualized Reading Assignments (assigned by professor with each candidate's experience and goals in mind)

Documents Posted on Blackboard (read ALL over five weeks)

Dimension of Class Activity	Points Contributing Toward Final Grade
1. Class Participation	Physical presence, engagement, teamwork, etc. 100

21. One Book Review/Critique; Five Research Article Reviews*	Book Review/Critique (Written and Presented) 50 Research Article Reviews 5 pts each, 50
3. Conflict Resolution System Design*	For current or future setting w/ assessments 125
4. Interview of CRE program leader or Observation of CRE Program activity (outside of class project)* 2-5 pgs	If you have a CRE program in your current setting, please study a different program. 25 This is a field assignment (you make the arrangements)
5. Website Description/Review	Team A Review CREducation.org 50 Team B Review CASEL.org

*all assignments APA style

Total Point Opportunity

400 pts

Grading: Percentage of Points Achieved	Letter Grade
95-100	A
90-94	B
85-90	B+
80-84	B
75-79	B-
74 and below	C

(late assignments will experience 10 point reduction per day after due date)

Class Routine

Because we have many hours together every Tuesday, we will make concerted effort to learn with and teach each other in a variety of ways. The balance between consistent routine (knowing what to expect) and novelty (staying engaged) may not be perfect every class, but we will start out with this framework and adjust as necessary.

Hour One 4:00 PM – 5:00 PM	Professor's Prerogative
Hour Two 5:00 PM- 6:00 PM	Book Review Presentations each week
6:00-6:30 30 min break	Dinner?
Three 6:30 – 7:30	Guest and/or Inquiry Measurable Variables; Research and Program Evaluation Design
Hour Four 7:30 PM – 8:30 PM	Guest and/or Research Roundtable
Hour Five 8:30-9:00	Small Group Work/Planning for Next Class

Assignment #2a Book Review/Critique

The purpose of a book review is to provide the reader with three things:

- 1) an understanding of the author's orientation to the work
- 2) a good summary of the content of the book
- 3) and a fair critique of the book.

Thus, a book review follows these points as a general outline. Each point has further detail as indicated below:

1) Author's Orientation

It is only fair to evaluate a book in terms of its stated purpose. So, the initial section of a review is usually a summary of the author's purpose for the book and the audience it was written for. You may have to divine this from your own reading but author's are usually pretty explicit about it in the introduction or the preface. Your critique should honor this. Don't criticize a book for not addressing theoretical issues thoroughly when it was written to be a lay person's guide to the topic.

2) Summary of Content

This is usually done chapter by chapter. You don't have to be comprehensive, just give the reader a good sense of the content of the chapter. If it is a very long book organized by sections you may want to summarize content by sections. Or, if it is an edited volume, you may want to place more emphasis on some chapters than others.

22. Critique

Remember that critique is not necessarily negative. It is an evaluation of the merits of the book. So, you should try to provide commentary on the strengths and weaknesses of the book. Initially the critique should focus on how well the author fulfilled his or her or their stated purpose. From the point of view of the intended audience, how well does this book live up to its promise? If it is an academic book, the traditional areas of critique are its ability to demonstrate thorough knowledge of the literature in the area, its ability to provide theoretical or methodologically or practical advances for the reader, and its ability to present each in a stylistically appropriate manner.

Usual length of book reviews is about 5-7 pages. The usual breakdown for each section is about 5% section #1, about 85% section #2, and about 10% section #3. If you reference other works in the piece (sometimes reviewers compare one book to others that are written for the same basic purpose), make sure you use appropriate reference citations.

Assignment #2b Review of Research Article (X 5)

All article reviews must follow APA guidelines for citation of the journal article. Research articles have a definite design. The authors of these articles will explain in detail research with a group of students, surveys, or single subjects. These articles always include a description of the research question, participants and setting, methodology including the statistical design, results and implications. This critique does not have to be in paragraph format but can be an outline including the listed points.

- Article citation: (practice APA style here)
- Research question
- Participants
- Settings
- Research methodology:
 - Design
 - Dependent variable (what changed, measures)
 - Independent variable (the treatment or the teaching methodology)
- Results
- Discussion/Implications
- Your analysis of the research, relationship to this course, and implications related to current and future work are foci.

Theoretical or Case Study

A case study or qualitative research will include a description of individuals, settings and the methods. A case study can discuss implications of observations, interviews, and/or critiques of individuals and behavior samples. Theoretical models discuss perspectives for organizing thoughts or previous ideas on a topic. Include

- Article citation: (practice APA style here)
- Brief Statement of the author's purpose
- Individuals
- Settings
- Design: Case study research, Description of teaching model, observations, interviews
- Results
- Discussion/Implications
- Your analysis of the description, relationship to this course, and implications for your current or future work are foci.

Discussion Article

A review of a topic related to conflict resolution education or social emotional curricular areas is also appropriate for review.

- Article citation: (practice APA style here)
- Brief Statement of the author's purpose
- Model, theory, or treatments discussed
- Settings/Individuals/Situations
- Discussion/Implications
- Your analysis of the discussion, relationship to this course, and implications for your current or future work are foci.

Assignment 3. Conflict Resolution System Design

CRE Systems Design

Introduction

"In designing a system for constructive conflict resolution and conflict resolution education in my setting, I elected to specifically address _____

Before embarking on proposing system components, I analyzed setting needs and considered 'clients' or stakeholders. I wanted ALL members of my work community to be supported by this system. In addition, I considered supportive subsystems already in place, such as Human Resources, Personnel, Negotiated Union Processes and Employee Assistance Programs. I also tried to 'dovetail' new elements of the system with existing structures. The philosophy that guides this design might be best articulated by this statement:

In addition to identifying the underlying values of the system, I considered what I knew of setting history and conflict disposition previously demonstrated by members of the community. In order to inform the reader, initial attention to context will inform the CRE system design that follows."

23. The Setting

Description including Demographics

Our 'Conflict Orientation History'

Perceived System Needs

Existing System Strengths

II. My Recommendations for System Design

III. Explanation of Flow Chart Describing Interrelationships of Sub Systems

IV. Variables to Be Studied to Assess System Impact or Effects (Pre and Post)

V. Measures to Assess Variables (Pre and Post)

VI. Data Collection and Organization Plan

VII. What Individuals in this Community Can Expect When Seeking Support for Constructive

Conflict Resolution

Students

Parents (or Tax Payers)

Faculty

Administration

Staff

Community Partners

VIII. What Programs or CRE Curriculum will be Implemented to Support Life-Span Development of all Stakeholders?

Students

Parents (or Tax Payers)

Faculty

Administration

Staff

Community Partners

IX. Summary: The Big Picture or What the Implementation of My CRE System Design Might Mean to the Larger Community, Society, The Future

References

Appendices

Figures, Tables, Flow Chart, Assessment Measures

Assignment 4. Interview or Observation and 2-5 page Reflection

As you know, there are many examples of CRE programs in our Valley. Fresno Pacific, Fresno State and San Joaquin College of Law, and our school districts all have shining examples of programs in infancy, vigorous youth and maturity. For a list of these sites for observation and or personnel interviews, please see your professor or your colleagues.

This is an out-of-class field assignment, necessary to complete our required 45 hours for this summer class. If the program you wish to observe is not active in the summer, please observe before school is out. If the program you are interested visiting operates all year long, you are fortunate.

Even if you cannot observe mediation being practiced, you can interview program leaders and/or youth practitioner and therefore have data for your Reflection (2-5 pgs). As for structure of this Reflection, “The Three As” will do nicely:

**Observation or Interview of CRE
Program or Practitioner**

Descriptives (who, what, when, where)

Association (with reading for this class)

Affective Response (yours)

Ahah! (Your insights; understandings)

Assignment 5. Website Description & Review
(one collaborative document per team)

www.CREducation.org

or

www.CASEL.org

Our Tentative Plan

<u>Topics & Activities</u>	<u>Prepare by Reading</u>
<u>May 25, 2010 4-9 PM</u>	

<p>Conflict Survey followed by</p> <p>Course Overview: Theory, Research, Application And Expectations</p> <p>Our Guest: A Special Education Leader & Conflict Manager</p>	<p><i>Getting to Yes</i> by Fisher & Ury</p> <p><u>Your Individualized Reading Assignment</u> (assigned by professor).</p> <p>A website a day gives the doctor his/her day! Read documents on Blackboard. Start with this one: http://disputeresolution.ohio.gov/pdfs/evaluatingcrep.pdf (248 invaluable pages!)</p>
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<u>Topics & Activities</u>	<u>Prepare by Reading</u>
<u>June 1, 2010, 4 to 9 PM</u>	
<p>Professor's Prerogative followed by</p> <p>Your Presentations of Conflict Resolution Book Critiques and Journal Article Analyses</p> <p>Our Guest: A HR Professional in FUSD</p>	<p><i>Getting to Yes</i> by Fisher & Ury</p> <p><u>Your Individualized Reading Assignment</u> (PRESENTATIONS BEGIN).</p> <p>A website a day gives the doctor his/her day! Read documents www.creducation.org</p>

<u>Topics and Activities June 8, 2010 4-9PM</u> Professor's Prerogative followed by Our Guest: Professor Bill Warters, Wayne State University: <i>Conflict Resolution in Higher Education</i>	1. <u>Prepare</u> by Reading selections of Bill's book. 2. Also review CREducation.org
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<u>Topics and Activities June 15, 2010</u> Professor's Prerogative followed by More of Your Presentations of Conflict Resolution Book Critiques and Journal Article Analyses Our Guests: 1. Pepperdine Strauss Institute of Dispute Resolution CRE Educator/Scholar and 2. Professional Community Mediator	<u>Prepare:</u> 1. Review All theory research articles posted on Blackboard 2. Ready your Book or Research Review For Presentation 24. A website a day gives the doctor his/her day! Read documents on Blackboard. Explore CASEL.org
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<u>Topics and Activities June 22, 2010</u> Professor's Prerogative followed by More of Your Presentations of Conflict Resolution Book Critiques and Journal Article Analyses Our Guest: Ed.D. grad and CREducator	<u>Prepare by</u> 1. Having ALL observation/interview data ready for presentation 25. Collect evaluation instruments, protocols For inclusion in your final assignment: CRE system design 3. Read a selection of our guest's work 4. Be ready to PRESENT remaining BOOKS
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Resources (in progress)

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- Parkin, M. (2004). Tales for change: Using storytelling to develop people and organizations. NY: Kogan.
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- Jenkins, J., & Gottlieb, E. (2007). Identity conflicts: Can violence be regulated? NY: Transaction Press.
- Kolb & Bartunek, Hidden conflicts in organizations.
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- Valerio, A. M., & Lee, R. (2005). Executive coaching: A guide for the HR professional. San Francisco: John Wiley and Sons.
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- Orem, S. L., Binkert, J., & Clancy, A. L. (2007). Appreciative coaching: A positive process for change. San Francisco: Jossey-Bass.
- Stavros, J., & Torres, C. (2005). Dynamic relationships: Unleashing the power of appreciative inquiry in daily living. Taos, NM: Taos Institute.
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- Littlejohn, S., & Domenici, K. (2007). Communication, conflict and the management of differences. NY: Waveland.
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- Gossen, Diane Chelsom (ed.). *Restitution, Restructuring School Discipline*, 2nd revised edition. Chapel Hill, NC: New View Publications, 1996.
- Jones, Tricia S., and Daniel Kmita (eds.). *Does It Work: The Case for Conflict Resolution Education in Our Nation's Schools*. Washington, DC: Conflict Resolution Education Network, 2000. (available from the Association for Conflict Resolution).

www.acresolution.org

The web site of the Association for Conflict Resolution. For more information see listing in Appendix B.

www.cde.state.co.us/action/curric/int/teacher.htm

www.ncip.org

The web site of the National Curriculum Integration project developed and administered by the Colorado School Mediation Program. For more information see listing in Appendix B.

www.indiana.edu/~safeschl

The web site of the Safe and Responsive Schools project at the University of Indiana. This site has a wealth of resources for general conflict resolution education.

<http://education.indiana.edu/cas/tt>

This web site provides Teacher Talk, a publication of the Center for Adolescent Studies at Indiana University. This site and publication deals with a variety of topics related to conflict resolution education.

<http://cecp.air.org/preventionstrategies/conflict>

This is the site for the Conflict Resolution Peer Mediation Project of the University of Florida.

www.coe.ufl.edu/CRPM

This web site is devoted to a project of the University of Florida dealing with development and implementation of conflict resolution education and peer mediation for special education students.

www.abanet.org/dispute/

The American Bar Association Section of Dispute Resolution web site deals generally with conflict management and dispute resolution. They actively support certain conflict resolution education programs like the Lawyers Adopt a School Program.

www.usdoj.gov/kidspage/

This web site of the United States Department of Justice provides an overview of several conflict resolution education programs including the National Crime Prevention Council's "We Can Work It Out", the California Bar Association's "California Lawyers for the Arts", the American Bar Association's "Lawyers Adopt-a-School Program."

RESEARCH PROVEN BENEFITS

Evaluating Your Conflict Resolution Education Program: A Guide for Educators and Evaluators: This manual provides an introduction to program evaluation and evaluation tools as well as 125 pages of user-friendly materials for evaluating staff development, student peer mediation programs, and curriculum integration and can be downloaded from the following web site: www.disputeresolution.ohio.gov/schools/evaluatingcrep.htm

The Office of Juvenile Justice and Delinquency Programs created A Guide to Implementing Programs in Schools, Youth Serving Organizations, and Community and Juvenile Justice Settings. It is available at: www.ncjrs.org/txtfiles/160935.txt

Investing Wisely in Prevention Programs: A new report from the Washington State Institute for Public Policy explores how the government of the state of Washington can get the best return on the dollar when investing in "research-based" prevention or early intervention programs for

youth. Its findings include rankings of financial costs and benefits of specific local and national programs. <http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf>

The U.S. Department of Education's publication "The Achiever" has an announcement about a new publication "to assist educators in finding and using strategies that have been validated in rigorous studies". "The federal K-12 grant programs under the No Child Left Behind Act require state and local education officials to use scientifically based research to guide their decisions about which programs and strategies to implement." The 19-page document "Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide" is available online at <http://www.ed.gov/rschstat/research/pubs/rigoroussevid/rigoroussevid.pdf> The web site to subscribe to "The Achiever" newsletter: <http://www.ed.gov/news/newsletters/achiever/subscribe.html>.

A power point on "Proven Benefits of Conflict Resolution Education Research" by Dr. Tricia Jones of Temple University can be downloaded from the Web site: www.disputeresolution.ohio.gov/schools/resourcescm.htm

BEST PRACTICE

Standards

Link to National Peer Mediation Standards (www.acrnet.org)

Link to National Conflict Resolution Education Standards (www.acrnet.org)

Statutes

For a link to statutes on conflict management and related topics in the United States, please visit Georgia State University's Consortium on Negotiation and Conflict Resolution's (CNCR) Legislative Database which provides access to current and pending school conflict management legislation for school stakeholders, conflict management practitioners, and policy makers. <http://law.gsu.edu/area51/crisp/>

The Education Commission of the States provides non-partisan information about education policy to help state leaders develop educational systems. This web site contains policy updates related to a variety of topics including CRE and related fields. www.ecs.org/

SECTION THREE – ASSESSMENTS

PROGRAM ASSESSMENT SUMMARY

Summary of the Assessment Plan for the Educational Leadership and Administration Program

I. Mission Statement

The mission of the Educational Leadership and Administration Program is: **“to prepare credible and relevant leaders in education.”** Inherent in attaining the mission statement is a program designed to prepare teachers and other credentialed school personnel in a manner that ensures that they become leaders of the highest quality and have a deep understanding of the needs of schools in the Central Valley and beyond.

II. Goals and Student Learning Outcomes

The overarching goal of the Educational Leadership and Administration Program is to prepare candidates to assume administrative roles as credible instructional leaders that have a well-formed philosophy of educational leadership based on a deep theoretical/knowledge base as well as practical on-site experience. The California Professional Standards for Educational Leaders (CPSELs) provide the foundation for the goals and objectives of the program.

Graduates of the Educational Leadership and Administration Masters and Credential Program are skilled instructional leaders who effectively and efficiently lead and manage schools and design and implement systems that have a profound and positive impact on ensuring every student achieves at proficiency and beyond. Fresno State graduates, as they accept new administrative and leadership assignments and responsibilities, have the knowledge and skill to diagnose their new organization/situation and understand its challenges and opportunities. Education Administration graduates have the knowledge and skill set to formally and informally assess the current state of a department/school site using strategies and research-based tools through the lens of the following program components:

- 1.0 Shared Vision of Learning—Increasing the Achievement of Every Student and Closing Proficiency and Achievement Gaps
- 2.0 Culture of Teaching and Learning: Learning-Centered Schools
- 3.0 Management of the School in the Service of Teaching and Learning
- 4.0 Effective Partnerships: Working With Diverse Families and Communities.
- 5.0 Personal Ethics and Building Leadership Capacity
- 6.0 Understanding, Responding to, Influencing and Leveraging Context--
Political, Legal, Social, Economic and Cultural
- 7.0 Educational Research: Competencies for Analysis and Application
Research and write about educational areas, issues and problems.

Measuring Program Outcomes

Assessment of program outcomes for the purpose of ongoing program improvement is conducted annually. With the revised course design, course syllabi, and assessment design, data gathering and analysis are in process at this time. The Biennial Report contains data from the program to date, but the new assessments described in the document will provide a much more rich variety of data with which to analyze the effectiveness of the program as well as candidate learning.

Program assessment questions that drive the annual review process, the measurement process and the frequency of the data collection are outlined in Table 1 below. A description of all measurement instruments used for both program and student outcomes follow Table 1 and Table 2.

Table 1
Program Outcome Assessment Questions, Measures and Collection Frequency

Program Outcome Assessment Questions	Measurement	Frequency
1. Is the program providing a practice- based curriculum that ties theory to practice?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Superintendent's Advisory • 360 Degree Disposition Survey • Program Survey • Employer Interview Assessment of Graduating Students • Thesis/Project 	Semester Semester Semester Twice Year Beg/End Program End Program Last Semester
2. Are courses sequenced and coupled in a way that facilitate student learning and prepare appropriately for a leadership position?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork Evaluation • Assignment Assessment • Superintendent's Advisory • Program Survey 	Semester Semester Semester Twice Year End Program Last Semester
3. Has the program produced professionals and instructional leaders who are able to skillfully lead a school site system to high performance and continuous improvement?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork Evaluation • Assignment Assessment • Superintendent's Advisory • 360 Degree Disposition Survey • Program Survey • Employer Interview Assessment of Graduating Students • Thesis/Project 	Semester Semester Semester Twice Year Beg/End Prog End Program Last Semester

Measuring Student Outcomes

Student outcomes are a major component of the program review process and are included in assessing the success of the program. Signature Assignments in all courses and Embedded Fieldwork Assignments, as appropriate, are used to measure candidate learning. A three-phase approach is used for outcomes assessment relative to the primary student learning outcomes: (1) Scoring/Feedback on Signature Assignments and Embedded Fieldwork, (2) Candidate assessment of the value of each Signature and Embedded Fieldwork Assignment in supporting the development of leadership knowledge and skill and assisting the candidate in meeting expected learning outcomes for each course (see sample Assignment Assessment), and (3) Analysis of Candidate Work Products across cohorts for each course session.

Table 2 below specifies the Student Outcomes, the Measures and the Collection Frequency.

Table 2
Student Outcome Assessment Questions, Measures and Collection Frequency

Student Outcome Assessment Question	Measurement	Frequency
1. Do students have the knowledge and skills to facilitate and monitor the development, articulation, and implementation of a shared vision of learning to ensure the achievement of every child?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
2. Do students have the knowledge and skills to effectively marshal sufficient resources to implement and attain the vision for all students and subgroups of students?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
3. Are students able to identify and address barriers to accomplishing the vision?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
4. Do students have the knowledge and skill to create an accountability system of teaching and learning based on student learning standards?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
5. Do students have the knowledge and skill to design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-probability instructional strategies, purposeful assessment, curricular resources, and professional development?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
6. Do students have the knowledge and skill to use multiple assessment measures to evaluate student learning and drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment 	Semester Semester Semester Annually

	<ul style="list-style-type: none"> • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Beg/End Prog
7. Do students have the knowledge and skill to develop results-oriented professional learning communities and supervise and support the on-going professional growth and development of all staff to improve the learning of all students?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
8. Do students have the knowledge and skill to implement equitable practices to ensure the achievement of every child and promote equity, fairness and respect among all members of the school community?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
9. Do students have the knowledge and skill to effectively and efficiently manage the organization, operations, and its resources?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
10. Are students able to skillfully collaborate with families and community members, respond to diverse community interests and needs, and mobilize and leverage community services to support the equitable success of all students and all subgroups of students?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
11. Do students model a personal code of ethics?	360 Degree Dispositions Survey	Beg/End Prog
12. Are students able to skillfully develop and enhance the leadership capacity of self and others?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
13. Do students have the knowledge and skill to accurately assess and appropriately and effectively respond to, influence and leverage the political, legal, economic, and cultural contexts?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog
14. Are students able to skillfully access and understand educational literature and research and write about educational issues and problems?	<ul style="list-style-type: none"> • Signature Assignments • Embedded Fieldwork • Assignment Assessment • Analysis and Calibration of Candidate Work Products • 360 Dispositions Survey 	Semester Semester Semester Annually Beg/End Prog

Measurement Instruments

The following is a description of each of the measures used to measure student and program outcomes.

1. **360 Degree Pre and Post Disposition Survey** – this assessment is distributed to students at the beginning of the program and again at the end of the program. Students complete it as a “self-assessment”, and it is also distributed to seven other individuals with whom the individual works (one must be their supervisor). The data is summarized and the combined means of the other assessors are given to the student with their own assessments so they can compare to see if their views are consistent (or inconsistent) with others who have assessed them. The assessment is also taken at the end of the program and the data from the pre and post surveys for self and others is compared to see what growth has been realized during the program. The assessment is used to measure individual’s leadership dispositions related to students, community and the Kremen School of Education and Human Development adopted dispositions.
2. **Signature Assignments** – At least three signature assignments have been designed for each course to specifically evidence student learning outcomes. Signature assignments are consistent throughout the course and connected and build upon one another for courses with linked objectives.
3. **Embedded Fieldwork Assessment** – In four of the courses, embedded fieldwork or “laboratories of practice” are designed and conducted where a student and/or groups of students apply and demonstrate learning in the field.
4. **Signature and Embedded Fieldwork Assignment Assessment** – As stated in each syllabus under, Other Assignments, each candidate as part of the ongoing assessment of the effectiveness of each course, will assess the assignments used to support learning outcomes. Each candidate will assess the valuable of each Signature and Embedded Fieldwork Assignment in supporting the development of leadership knowledge and skill and assisting the candidate in meeting expected learning outcomes for each course.
5. **Candidate Work Product Analysis** – Each instructor for each course will select 6 candidate work products for each Signature Assignment and Embedded Fieldwork Assignment (4 randomly selected work products, one exceeds expectation and one considered relatively weak). Candidate work products will be submitted at the conclusion of each semester. Annually, Professional Learning Communities of instructors for like courses will meet to analyze candidate work products, develop key findings, and inform course and program next steps.
6. **Writing Competency** – All students must pass the initial writing competency examination given in the first course, EAD 261.

- 7. Educational Leadership and Administration Program Survey:** Survey conducted during the last class in the final course of the program. Survey results are reviewed at Department Meetings.
- 8. Graduate Survey:** All graduating students complete a standardized survey instrument as they exit the program. Completed surveys are tabulated by the associate dean's office and shared with faculty members.
- 9. Superintendent's Advisory:** Each semester, the entire program faculty meets with the Superintendents' Advisory Committee, a group of approximately 20 superintendents from school districts served by the Educational Leadership and Administration Program . The superintendents provide feedback on program objectives, program offerings, graduate knowledge and skill and other aspects of the program. Feedback is reviewed by faculty and used for program changes and enhancements.
- 10. Employer Interview Assessment of Graduating Students:** Following the Interview Simulation (Culminating Signature Assignment for final course in program), Central Valley employers assess strengths and areas for improvement/growth and development of graduating students and provide feedback to the program.
- 11. Project/Thesis:** Each student must satisfactorily complete a project or thesis. The project or thesis is focused on some method of improving schools.

Program Changes/Enhancements

Education administration faculty analyzes data collected from the instruments during department meetings and annual retreats. Changes and enhancements to the program are made through the department faculty. While it is important to have a variety of data to review before making program changes, information that emerges from Superintendent's Advisory meetings and other data collection points may be used in a formative manner and acted upon immediately once the data are deemed valid and reliable.

Data collected from the department's annual retreat and an alignment/gaps analysis of program and student learning outcomes has prompted program changes relative to teaching, learning and instructional leadership to accelerate the achievement of English Learners and students with special needs.

APPENDICES

LIST OF APPENDICES

Preliminary Administrative Services Credential Program Appendices

- Appendix 1 Educational Leadership and Administration Program Sequence**
- Appendix 2 Candidate Portfolio for Administrative Field Experience/Administrative Internship and Signature Assignments**
- Appendix 3 Administrative Fieldwork and Internship Agreement**
- Appendix 4 District Internship Agreement**
- Appendix 5 District 6-Point Internship Letter**
- Appendix 6 Internship Weekly Call Conference Notes**
- Appendix 7 Internship Structure and Processes for Our Work Together**
- Appendix 8 Internship Summary/Reflections**
- Appendix 9 Internship Professional Growth Plan**

Clear Administrative Services Credential Program Appendices

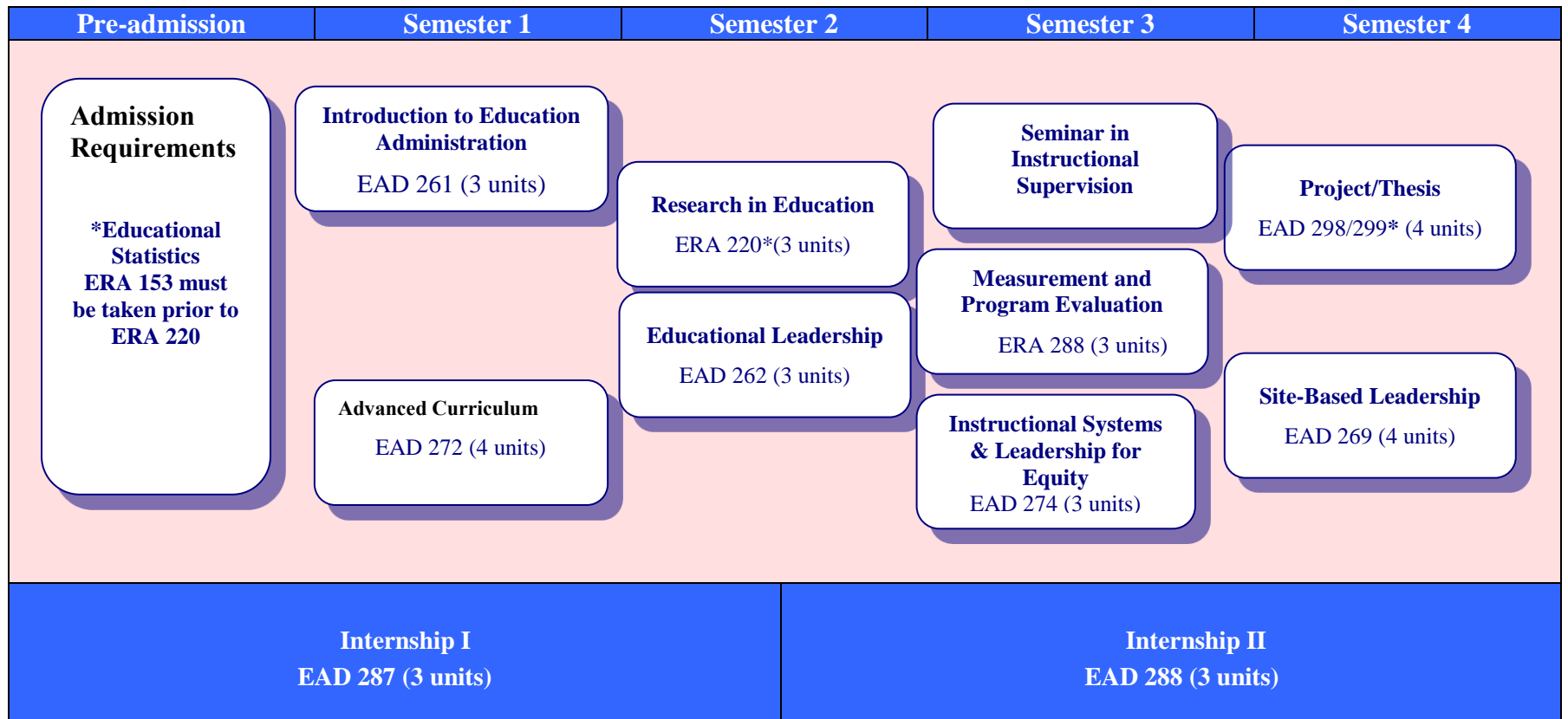
- Appendix 10 Organizational Responsibilities**
- Appendix 11 Sequence of the Clear Administrative Services Credential**
- Appendix 12 Application to the Clear Administrative Credential Program**
- Appendix 13 Candidate Assessment**
- Appendix 14 Induction Plan with Amendments page**
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- Appendix 16 District mentor Agreement**
- Appendix 17 Clear Credential Program Completion Form**

Appendix 1

CALIFORNIA STATE UNIVERSITY, FRESNO

EDUCATIONAL LEADERSHIP AND ADMINISTRATION PROGRAM WITH FOCUS ON INSTRUCTIONAL LEADERSHIP

Sequence of courses leading to: Master's Degree in Education (31 units),
Preliminary Administrative Services Credential (24 units), and Internship Credential (24-29 units)



Revised 08/10

* *Required for M.A. degree*

California State University, **FRESNO**

Educational Leadership and Administration Program

**Candidate Portfolio for
Administrative Field Experience/
Administrative Internship
and Signature Assignments**

Revised November 2010

Name _____ Date _____

CALIFORNIA STATE UNIVERSITY, FRESNO
Educational Leadership and Administration Program

CANDIDATE PORTFOLIO

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THE CANDIDATE PORTFOLIO

The Candidate Portfolio is meant as an organized file where you will keep a record of your signature assignments, your fieldwork activities, and if an administrative intern, a record of your intern activities. The candidate should obtain a binder of sufficient size (1 ½ inch) to keep all necessary records during the entire program.

The concept of signature assignments essentially means those assignments that are required of candidates and used for candidate and/or program assessment. That is, these assignments, many of which are fieldwork based and embedded in coursework, are considered as key learnings and are assessed periodically by the program to ensure candidate competency and to refine the program design and delivery. The signature assignments should be kept in this binder and considered as a portfolio of essential learnings for the candidate. The binder should be available at all times for the instructor of each course, for the University Supervisor, and for the Supervising Administrator in the district.

ORGANIZATION OF THE PORTFOLIO

The portfolio should be organized in accordance with the checklist of activities found later in this guide. The candidate should consider organizing the portfolio into sections where specific signature activities can be easily located.

CONCEPT OF FIELD EXPERIENCE

Many of the signature assignments are completed through course-embedded fieldwork experiences. Nationwide, the field experience has been found to be extremely valuable to the professional development of individuals in administrative positions. The experience should be viewed by candidates as an opportunity to see and experience firsthand how administrators function, how schools, district offices, county offices, or colleges operate, and how administrators apply theory found in university classrooms to situations occurring on the job. The competencies in this handbook are derived from the California Professional Standards for Educational Leaders (CPSELs), which are used to guide and evaluate the work of practicing school administrators.

The field experience was developed to establish a bond between theory and practice. The program is designed not only to provide a training situation but also to provide participating schools, districts, or colleges with professional assistance. In addition, the university anticipates that strong partnerships among candidates, district administrators, school faculties, and the university faculty will develop as a result of the field experience.

While there is value in performing routine administrative duties, too many repetitive tasks do not constitute a meaningful learning program. The candidate is expected to carry real responsibilities under the direct supervision of a selected Supervising Administrator (often the site supervisor). Today's school administrators need to be effective, competent school managers and leaders: field experiences should provide supervised opportunities in both leadership and management. The more time spent and the more varied opportunities in the field experience the more valuable the experience will be for the candidate. CTC standard 7 sets the expectation for fieldwork experiences: *"Authentic and significant field experiences addressing a variety of school levels, settings and a wide range of the typical responsibilities of a full-time administrator are required for each candidate, including field experiences, with at least one experience at a site with a diverse school population."*

This handbook is intended to serve as a planning guide and university record for those participating in fieldwork at the school site. It is also intended for those candidates assigned to an administrative position who have not completed all coursework in the Educational Leadership and Administration Program, thus participating in an Administrative Internship. See the section below if you are an Administrative Intern.

ADMINISTRATIVE INTERNS

For those candidates who have been assigned to an administrative position before completing all of the requirements of the Preliminary Administrative Services Credential, the Administrative Internship Credential must be applied for and in effect until the candidate completes all requirements and has received the preliminary credential. Administrative interns need a much more intensive level of support than those participating in administrative fieldwork and may have specific job responsibilities that may not necessarily be covered in this handbook. Therefore, this handbook serves as a guide for the administrative intern, the supervising administrator, and the university supervisor, with the understanding that some modification may be made to best meet the needs of the candidate. This handbook is used as a basis for developing a plan of professional growth, ensuring that the administrative intern takes part in a wide variety of activities with opportunity to demonstrate knowledge and skill proficiency needed by current administrators. With regard to Administrative Interns, Standard 7 clearly states the expectations: *“The definition of “field experiences” includes, but is not limited to, the responsibilities of the internship assignment. An assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences. Specific supplementary administrative experiences are assigned to interns on the basis of the assessment.”*

Descriptions of Practice. WestEd (2003), in the publication, *Moving Leadership Standards Into Everyday Work*, has developed descriptions of practice of the California Professional Standards for Educational Leaders (CPSELs). The University Supervisor will provide a copy of the descriptions of practice to candidates for their review during the fieldwork or intern experience. The descriptions of practice are much more complete than the indicators used in this handbook and are used during and at the completion of the Preliminary Administrative Credential Program to assess the candidate's performance in all areas.

Roles and Responsibilities

A meaningful field experience depends upon the Supervising Administrator, the University Supervisor, and the Candidate. This section delineates responsibilities of each.

The Supervising Administrator

After the acceptance of the field experience Candidate and of the responsibilities for supervision, the Supervising Administrator should provide leadership for the induction of the Candidate. An important first step is to see that the field experience is fully understood by all appropriate constituencies, auxiliary personnel, or candidates (where applicable). The Supervising Administrator will serve as a model and mentor, demonstrating effective leadership and management behaviors, and creating a climate which will make success possible for the Candidate. Frequent conferences should be held with the Candidate to determine the activities which have been accomplished and to project plans for future experiences.

The cooperating Supervising Administrator gives support and guidance and provides opportunities for the Student to gain experiences which will enhance the quality of the field experience. This person is the district's representative, an “extension” of the university, and a member of a team endeavoring to make the field experience a valuable part of administrator preparation.

A final assessment will be made by the Supervising Administrator and discussed with the Candidate. This report will be given to the University Supervisor and retained on file as part of the university accreditation file.

The University Supervisor

The relationship of the Candidate, the Supervising Administrator, and University Supervisor must be one of mutual respect, supportive cooperation and open communication. The quality of the field experience depends upon this constructive interaction.

The University Supervisor is the agent who shares responsibility for the kinds of experiences necessary for the Candidate to “learn by doing.” The final responsibility of evaluation must necessarily be assumed by the University Supervisor, but accomplished in cooperation with the Supervising Administrator as well as the Candidate.

To accomplish these aims the University Supervisor will do the following:

1. Examine and approve the field experience or internship.
2. Visit the site and finalize a formal field experience agreement.
3. Make systematic visitations for the purpose of observation, consultation, and instruction.
4. Receive and evaluate periodic reports, reflections, and logs from the Candidate.
5. Conduct seminars for the Candidates as deemed necessary by the faculty member.
6. Consult with the Supervising Administrator, evaluate the various experiences, and assess the total field experience in terms of objectives for education administrator preparation.

The Candidate

Since acceptance of responsibility is a significant factor in success with administrative assignments, the Candidate will be expected to assume and carry out in a professional manner all required steps in the field experience program. The major requirements follow:

1. Become fully acquainted with this handbook.
2. Complete and submit all forms as required in the program or that may be requested during the span of the field experience.
3. Attend those seminars or meetings for Candidates that may be scheduled by the University Supervisor.
4. Keep a daily log of field experiences and submit a summary report to the University Supervisor at the end of each grading period. The log should be a sequential record of the major activities and experiences undertaken. The Candidate is to prepare the final report with substantiating evidence of accomplishment. (Administrative Interns are not responsible for keeping a log of all activities. However, they must submit the final report explained in number 5 below to the University Supervisor.)
5. Present a final analytical and documented report on pages 33 to 39 at the conclusion of the semester indicating the significance of the various experiences. This report should analyze the experiences in terms contributing to growth and preparation for future administrative roles.
6. Turn in the completed copy of this handbook at the close of the semester.

The Candidate need not expect to be reminded that a step in the procedure or report is due.

Joint Responsibilities

In addition to separate responsibilities, the three individuals involved in the field experience have some joint activities. In order to carry out these responsibilities, both formal and informal communication should occur as the following suggests:

1. Initial contact with the Supervising Administrator at the beginning of coursework.
2. Maintain adequate and regular communication between the Candidate, Supervising Administrator and the University Supervisor.
3. Conduct at least three separate formal conferences between the Candidate and the University Supervisor (initial, mid-program, final assessment).
4. Maintain periodic two-way conferences between the Supervising Administrator and University Supervisor.
26. The candidate should also maintain ongoing and adequate communication with the instructor of the course in which a particular signature assignment/fieldwork experience takes place.

California State University, Fresno
Educational Leadership and Administration Program

ADMINISTRATIVE FIELD EXPERIENCE AGREEMENT

Name of Student/Candidate _____

Student's present position/title _____

Candidate's school or work site _____

Candidate's work telephone _____ home telephone _____

Candidate's email address _____

School or work site address _____

Name of Supervising Administrator _____

Supervising Administrator's position/title _____

Name of University Supervisor _____

Date of beginning of program _____

Date of ending of program _____

I understand the commitment and my responsibility pertaining to each of the below elements of the field experience program:

Candidate's Signature: _____ Date _____

I have reviewed the requirements for the administrative field experience and will cooperate in helping the candidate meet these requirements.

Supervising
Administrator's Signature _____ Date _____

California State University, Fresno
ADMINISTRATIVE FIELD EXPERIENCE
APPROVAL FORM

To: Educational Leadership and Administration Program

(Name of candidate)_____ is seeking APPROVAL for fieldwork in
Educational Leadership and Administration in/at _____ School/Program.

NOTE TO RESPONDENT: This recommendation is not confidential and is open to access by the student concerned. This is in accordance with the Family Educational Rights and Privacy Act of 1974.
I understand that this completed recommendation will be used solely for academic planning purposes.

Signature_____ Date_____

1. TEACHING EXPERIENCE

As of this date, this staff member/candidate has completed _____ years of public school teaching experience.

27. APPROVAL TO TAKE FIELD WORK:

This staff member has my approval to complete fieldwork requirements in the school or program I administer (Please check all that apply):

- ___ Regular experiences
- ___ Shadowing
- ___ Multicultural Experience
- ___ Elementary
- ___ Middle School
- ___ High School

Supervising Administrator's Signature_____

School's Location_____

SIGNATURE ACTIVITIES AND FIELDWORK EXPERIENCES*

***Please place assignments in this order and check when included. Turn in to and meet with your faculty advisor (university supervisor) at the end of each semester for review and feedback.**

EAD 261 Introduction to Educational Administration

- _____ Shadow an educational leader and ask a series of open-ended questions designed by the class, with vision being a primary question (261 Signature Assignment 1)
- _____ Write to a prompt regarding equitable access to education (261 Signature Assignment 2)
- _____ Develop a profile of their school from various data sources (261 Signature Assignment 3)
- _____ Design a solution to a case study involving special needs students and students discipline issues (261 Signature Assignment 4)
- _____ Prepare a paper on changing the educational environment to produce a school culture of high achievement for all students (261 Signature Assignment 5)

EAD 272 Seminar in Advanced Curriculum Development and Evaluation

- _____ Create an academic scrapbook for one grade level of English Language Arts Content Standards (272 Signature Assignment 1)
- _____ Perform a classroom learning walk to gather data about curriculum and instruction at the site (272 Signature Assignment 2 and Embedded Fieldwork Assignment 2)
- _____ Organize a formative assessment profile for a given school site (272 Signature Assignment 3)
- _____ Interview a site leader interview regarding guaranteed and viable curriculum (272 Embedded Fieldwork Assignment 1)
- _____ Design a faculty in-service (272 Embedded Fieldwork Assignment 3)

EAD 262 Educational Leadership

- _____ Gather data on personal leadership characteristics using a 360-Degree Feedback process (262 Signature Assignment 1a)
- _____ Write a reflection paper on the results of the personal assessment (262 Signature Assignment 1b)
- _____ Develop a personal vision statement (262 Signature Assignment 2)
- _____ Utilize a 12-step decision-making process for a school reform (262 Signature Assignment 3a)
- _____ Develop a plan for the implementation of the reform for 3a (Signature Assignment 3b)

ERA 288 Measurement and Program Evaluation

- _____ Review student achievement data websites and compare the achievement of the candidate's school to two other schools (288 Signature Assignment 1)
- _____ Write a description of a program to be evaluated, including key stakeholders, and evaluation questions (288 Signature Assignment 2)
- _____ Write a critique of an assessment instrument that is used in schools (288 Signature Assignment 3)
- _____ Prepare a program evaluation and present to the class (288 Signature Assignment 4)

EAD 274 Instructional Systems and Leadership for Equity

- _____ Examine the school site Tier 1, 2, and 3 responses to intervention and develop desired outcomes and next steps (274 Signature Assignment 1)
- _____ Conduct an equity audit utilizing data from the school site (274 Signature Assignment 2)
- _____ Shadow a student from a selected group (274 Signature Assignment 3)
- _____ Complete a snapshot update for each seminar (274 Signature Assignment 4)

EAD 263 Seminar in Instructional Supervision

- _____ Perform a clinical supervision exercise with a teacher (263 Embedded Fieldwork Assignment 1)
- _____ Perform classroom walkthroughs (263 Embedded Fieldwork Assignment 2a)
- _____ Write a structured reflection from the walkthroughs (263 Embedded Fieldwork Assignment 2b)
- _____ Develop a focused professional development plan (263 Signature Assignment 1)

EAD 269 Site-Based Leadership

- _____ Attend a Board of Education meeting and an English Learner Advisory Council Meeting (269 Embedded Fieldwork Assignment 1)
- _____ Interview a site leader regarding the suspension process (269 Embedded Fieldwork Assignment 2)
- _____ Complete a budget template for the school site (269 Embedded Fieldwork Assignment 3)
- _____ Participate in an interview simulation for an entry-level administration position (269 Embedded Fieldwork Assignment 4)

Faculty Advisor (University Supervisor) Review and Feedback
(use additional sheets for comments as necessary)

_____	_____
Faculty Advisor Signature (Semester 1)	Date
Notes to the candidate: _____	

_____	_____
Faculty Advisor Signature (Semester 2)	Date
Notes to the candidate: _____	

_____	_____
Faculty Advisor Signature (Semester 3)	Date
Notes to the candidate: _____	

_____	_____
Faculty Advisor Signature (Semester 4)	Date
Notes to the candidate: _____	

California State University, Fresno
ADMINISTRATIVE FIELD EXPERIENCE
COMPLETION FORM

To: Educational Leadership and Administration Program

(Name of candidate)_____ has satisfactorily completed all required fieldwork assignments of the Educational Leadership and Administration Program in/at _____

School/Program. (Per Standard 9 of the California Commission for Teacher Credentialing, "*Satisfactory performance is defined as achieving competence as expected for entry-level administrators.*")

NOTE TO RESPONDENT: This recommendation is not confidential and is open to access by the student concerned. This is in accordance with the Family Educational Rights and Privacy Act of 1974. I understand that this completed form will be used solely for academic planning purposes.

Signature_____ Date_____

School and/or location _____

Portfolio Review

The candidate presents the completed portfolio (with all embedded fieldwork and signature assignment, including internship activities if the candidate has been named to an internship) to the district mentor and the university supervisor, who together make a final determination if the candidate meets the standard of “practice that meets the standard” of a beginning school administrator. The “practice that meets the standard” is clarified in the Descriptions of Practice published by WestEd (2003) and is used to verify the level of practice.

The candidate _____ has (circle one) **passed / not passed** the portfolio review of all embedded fieldwork and signature assignments at a level of “Practice that Meets the Standard” of a beginning administrator.

Comments _____

(Please use additional sheets for comments as necessary)

District Mentor

University Supervisor

Date

The candidate is hereby notified that if it is determined that she/he does not pass at a level of “Practice that Meets the Standard”, she/he may appeal the decision to the Program Coordinator who will convene a council of three faculty members to review the decision. If the council does not overturn the decision, the candidate may appeal to the Department Chair of the Educational Research and Administration Department, who will confer with faculty and administration and yield a final decision.

California State University, Fresno
ADMINISTRATIVE FIELD EXPERIENCE
COMPLETION FORM

To: Educational Leadership and Administration Program

(Name of candidate)_____ has satisfactorily completed all required fieldwork
assignments of the Educational Leadership and Administration Program in/at _____

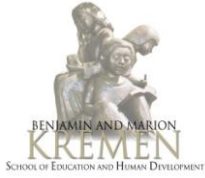
School/Program. (Per Standard 9 of the California Commission for Teacher Credentialing, *"Satisfactory performance is defined as achieving competence as expected for entry-level administrators."*)

NOTE TO RESPONDENT: This recommendation is not confidential and is open to access by the student concerned. This is in accordance with the Family Educational Rights and Privacy Act of 1974.
I understand that this completed form will be used solely for academic planning purposes.

Signature_____ Date_____

School and/or location _____

Appendix 3



CALIFORNIA STATE UNIVERSITY, FRESNO

Kremen School of Education and Human Development

Educational Leadership and Administration Program

Administrative Fieldwork and Internship Agreement

The Educational Leadership and Administration Program can more successfully prepare candidates for leadership roles when there is active collaboration between schools and the university. To that end, the following agreement seeks to ensure that candidates receive adequate guidance, mentoring, and assistance from the candidate's mentor as well as from the university fieldwork or intern supervisor, and course instructors, aligned with the standards of the California Commission for Teacher Credentialing.

For fieldwork candidates, the school district agrees to:

1. Select a site for the candidate that is conducive to learning the skills of educational and instructional leadership,
2. Designate a certified administrator at the candidate's site who has successful leadership experience as a mentor to provide support and counseling to the candidate and to evaluate the candidate's performance in collaborative efforts with the university supervisor,
3. Provide reasonable release time to attend orientation and training sessions for supervisors provided by the Educational Leadership and Administration Program,
4. Review and provide input into Educational Leadership and Administration Program fieldwork materials, activities, assessments, and procedures,
5. Complete any and all fieldwork assessments of the candidate in a timely manner,
6. Provide opportunities for the candidate to experience responsibilities that are closely related to the job performance requirements of administrators,
7. Provide resources to the candidate to perform the fieldwork activities agreed upon by the supervisor and the candidate,
8. Meet with the university fieldwork supervisor as needed to discuss the candidate's progress and professional development needs,
9. Have an adequate understanding of the California Professional Standards for Educational Leaders (CPSELs), and
10. Participate in the assessment of the candidate's performance on an ongoing basis.

For fieldwork candidates, the Educational Leadership and Administration Program of California State University, Fresno agrees to:

1. Provide a university supervisor that will periodically visit the site, candidate and/or the candidate's supervisor; observe and discuss pertinent issues; and hold seminars related to the fieldwork experience and program courses.
2. Provide orientation and guidance as needed for the candidate's supervisor.
3. Provide guidance to the candidate to complete all fieldwork requirements.
4. Recommend the candidate for the Preliminary Administrative Services Credential upon successful completion of all program requirements.

For administrative interns:

All of the agreements of the school district and the Educational Leadership and Administration Program for candidates in fieldwork apply to administrative internships, with the following additions:

1. The school district and the Educational Leadership and Administration Program recognize that the administrative intern has been placed in a regular administrative position and agree to provide an intensive level of orientation, guidance, mentoring, and support,
2. The district and the Educational Leadership and Administration Program also recognize the need for an intense level of collaboration and communication to support the candidate throughout the internship, and
3. The district understands that the candidate must receive this intensive level of support from from the district and the university along with the regular coursework for each semester of the Educational Leadership and Administration Program.
4. The district understands that the candidate must have completed three years of successful teaching experience in order to obtain the Administrative Intern Credential.

Both parties agree to all terms of this Administrative Fieldwork and Administrative Intern partnership agreement:

by:

District Superintendent

Date

Educational Leadership and
Administration Program

Date

Appendix 4

SAMPLE ADMINISTRATIVE INTERN LETTER FOR DISTRICTS PLEASE USE DISTRICT LETTERHEAD

The *Employing* School District agrees to:

1. Submit the name of the administrative internship candidate along with this formal agreement to the Kremen School of Education and Human Development, California State University Fresno.
2. Ensure that the candidate submits a formal university admission application immediately and otherwise be qualified and acceptable as a graduate student in the university.
3. Provide assurance that the candidate holds a current teaching certificate in California and has a minimum of three years successful teaching experience.
4. Ensure that the candidate has passed the CBEST and possess a CTC identity clearance certificate.
5. Provide experience in a position that does not displace certified employees in the district.
6. Assign the administrative intern to administrative duties, a majority of which will be comparable to those of certified personnel in similar positions.
7. Designate a certified administrator at the school site as a mentor to provide support and counseling to the administrative intern and to evaluate that person's performance in collaborative efforts with the university supervisor.
8. Terminate the internship agreement at any time, if it is found that it's continuation would be detrimental to the children at the site involved; consider terminating the agreement at the end of one semester if the school site supervisor and the university supervisor report that the administrative intern apparently does not have the ability to become an excellent administrator.

The Candidate (Administrative Intern) Agrees to:

1. Perform all faculty duties assigned, including those preparatory to the beginning of school, to the same degree as do fully certified administrators in the same school and/or district.
2. Enroll for six or more units of instruction in the Educational Leadership and Administration Program during each the regular semesters enrolled in the

- administrative internship preparation period and enroll in additional courses, if necessary, to complete all credential requirements during this period.
3. Not hold other employment during the preparation period.
 4. Meet the ethical, legal, and other professional standards expected of regularly credentialed administrators.

The Kremen School of Education and Human Development at California State University, Fresno, through the Educational Leadership and Administration Program agrees to:

1. Assure that the administrative intern continuously attends courses designated as appropriate to the program.
2. Provide a university faculty member as a supervisor that will periodically visit the site, administrative intern, and district representatives; observe diagnose difficulties, prescribe remedial measures as required, and provide any other support necessary as related to the administrative internship.
3. Recommend the intern for the Preliminary Administrative Services Credential at the completion of the program.

(District Designated Signature and Date)

(Student Signature and Date)

(University Designee)

Appendix 5
SAMPLE
PLEASE USE DISTRICT LETTERHEAD

August 10, 201?

Dr. Donald Wise, Coordinator
Educational Leadership and Administration Program
5005 N. Maple Ave M/S 303
Fresno, CA 93740-8025

Dear Dr. Wise:

The *Valley Unified School District* is interested in participating in the Administrative Internship Credential Program through California State University, Fresno. In order to provide *Ms. Student*, an administrative intern serving as the new *vice principal* of *Valley Central Elementary School*, with a quality program, the district is committed to the following:

1. orientation in the responsibilities of the administrative intern's position
2. ongoing supervision and evaluation by site and district administrators
3. a salary commensurate to the responsibilities of the administrative position held
4. responsibilities which meet the instructional and service needs of the district
5. an administrative assignment which assumes a majority of the duties authorized to be performed by credentialed persons in a similar position
6. a position which does not displace a fully credentialed administrator.

We anticipate a productive partnership between California State University, Fresno Educational Leadership and Administration Program and *Valley Unified School District*. I look forward to working with you and *Ms. Student* as *she* fulfills the requirements of *her* internship.

Sincerely,

Superintendent of Schools
Valley Unified School District.

Appendix 6
EAD 287/288 Internship I & II
Weekly Conference Call Notes

Intern: _____ Day of Week _____ Time _____

Date	WINS	CHALLENGES	FOCUS OF WORK	OTHER

Appendix 7
EAD 287/288 (Internship I & II)
Structure and Processes for Our Work Together

Weekly Conference Call: Discuss Wins and Challenges for the week and the main focus of your week's work.

- **Wins:** What win(s) occurred during the week and what leadership actions contributed to the win? (This may or may not be something you were specifically involved in).
- **Challenges:** This could either be a challenge you experienced during the week or a challenge you anticipate in the near future.
 - What was the challenge?
 - What made the experience/situation challenging?
 - What did you learn?
 - What went well?
 - What could have gone better?
 - What would you consider a successful outcome?
 - What leadership actions contributed to either a successful and/or not as successful an outcome?

AND/OR

- What challenge are you anticipating?
 - What makes the experience/situation challenging?
 - What do you need to consider/think about to prepare for this experience/situation?
 - What would you consider a successful outcome?
- **Focus of My Week's Work:** What was the main focus of my week's work? Where did I spend the majority of my time and effort?
 - **Other:** Questions, Resource/Support Needs . . ?

Professional Development Plan

Select two areas where you believe you need to grow and develop that would have the greatest impact on building your capacity as an administrator/instructional leader (*You may want to consider areas in alignment with your district administrative evaluation and/or goals that have been set for you through your school and/or district process. Also, refer to the Descriptions of Practice of the California Professional Standards for Educational Leaders--CPSELs*).

Complete the attached Professional Development Plan and email to me by February 25, 2009. We will discuss your plan and how I can support this work at our weekly scheduled conference call after February 25.

Evaluation Criteria for Administrator Intern Success

Consider your answer to the following questions . . .

- What three to four criteria would you use to evaluate your job performance and effectiveness as an Administrative Intern for the 2008-09 school year?
- What might be possible evidence of this work?

Complete the attached document and email to me by Tuesday, February 17, 2009.

The following is a summary of actions and dates:

- ✓ Email to me by Friday, February 13 a couple of suggested dates and times for our weekly conference call.
- ✓ Complete and email to me by Tuesday, February 17 your Evaluation Criteria For Administrator Intern Success (template attached).
- ✓ Complete and email to me by February 25 your Professional Development Plan.
- ✓ Meet with your Site/District Supervising Administrator and share and discuss your Professional Development Plan and weekly conference call structure and expectations. Discuss what your supervisor needs from you and what you need from your supervisor. Complete Administrative Field Experience Agreement requiring your Supervising Administrator's Signature (document attached) and mail to me by February 28 (keep a copy for your records):
Dr. Linda Hauser
California State University, Fresno
5005 N. Maple M/S 303
Fresno, CA 93740
- ✓ Keep notes for Weekly Conference Calls
- ✓ Summary/Reflections: Due May 8, 2009 (template attached)

Appendix 8
California State University, Fresno
Educational Leadership and Administration Program
EAD 287/288 (Internship I & II)

Summary/Reflections

Intern: _____

Date: _____

Position/Title: _____

Site: _____

What in essence has the internship experience taught you?

What have been your most significant wins/accomplishments during your internship experience?

What have been your most significant challenges during your internship experience?

What have been your most significant learnings?

In what areas have you grown the most as an administrator/instructional leader?

As you come to the end of your first year of administrative experience,

- What do you consider to be your job performance strengths?
- In what areas should you focus to improve your overall job performance and effectiveness?
- What actions can you take to develop your focus improvement areas?

Where do you hope to be in five years?

Appendix 9
EAD 287/288 INTERNSHIP I & II
PROFESSIONAL GROWTH PLAN

INTERN: _____

DATE: _____

TITLE/POSITION: _____

SITE: _____

GOAL AREA: <i>In what area do I need to grow and develop that will have the greatest impact on building my capacity as an effective administrator/instructional leader? What is my rationale for this selection?</i>		
SMART GOAL: <i>What is my growth goal?</i>		
EVIDENCE OF GOAL ATTAINMENT: <i>How will I know I have met my goal?</i>		
STRATEGY AND ACTION STEPS: <i>What strategy and action steps will I implement to achieve my goal?</i>	EVIDENCE: <i>How will I know and communicate that I have taken the steps?</i>	TIMETABLE: <i>Frequency or by what date?</i>

Intern's Signature: _____

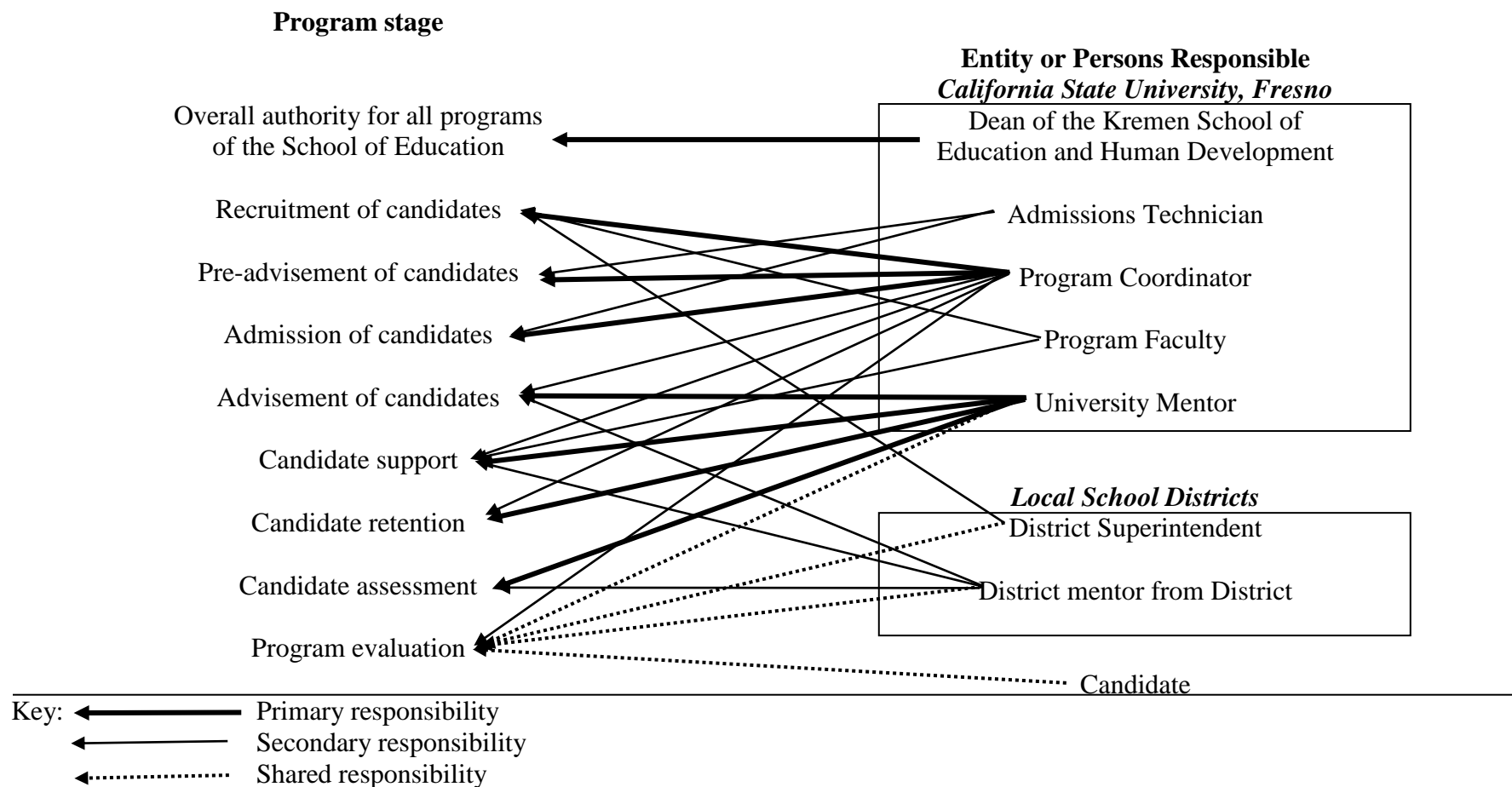
Supervising Administrator's Signature: _____.

Date: _____

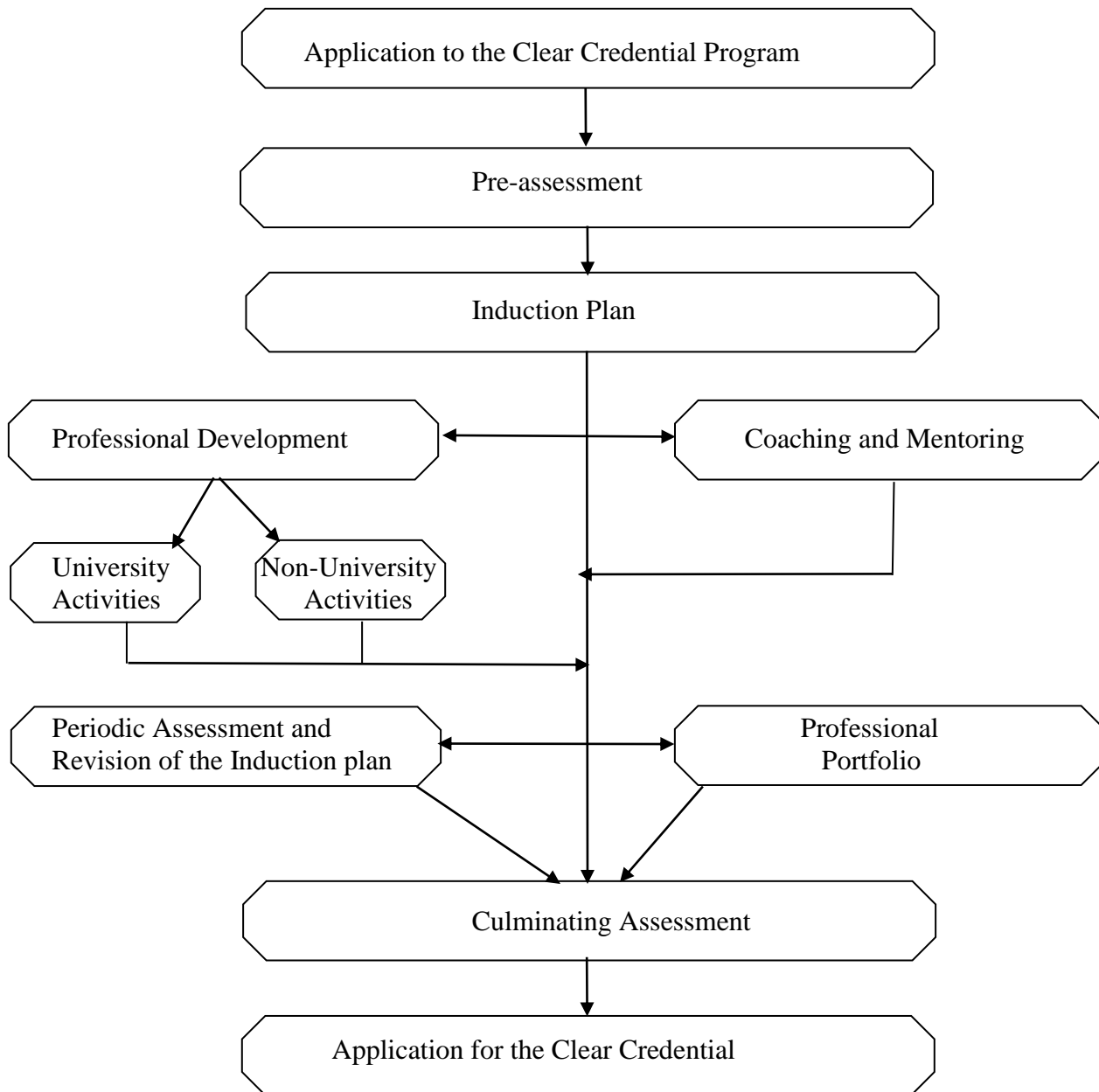
Date: _____.

Clear Administrative Services Credential Appendices

Appendix 10
Clear Administrative Services Credential
Organizational Responsibilities



Appendix 11
Sequence of the Clear Administrative Services Credential Program



Appendix 12

CALIFORNIA STATE UNIVERSITY, FRESNO
____ 20____

Application for: FALL _____ SPRING ____

KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE PROGRAMS

KSOEHD APPLICATION

THE CLEAR ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

NAME: (Mr.) (Ms.) _____
Last First Middle

ADDRESS: _____
Number & Street City State Zip

E-MAIL: _____

TELEPHONE: Home (_____) _____ Business (_____) _____

ID NUMBER: _____ **GENDER:** F _____ M _____ **BIRTHDATE:** _____

CITIZENSHIP: _____ United States Citizen
American Indian/Alaskan
_____ Non-U.S., Immigrant "green card"

Non-Hispanic

_____ Non-U.S., F visa (student)
Chicano, Mexican-American
_____ Non-U.S., other visa
_____ Non-U.S., undermined status

Islanders

Non-Hispanic

_____ Refugee
_____ Filipino

ETHNIC GROUP: _____

_____ Black

_____ Asian
_____ Pacific

_____ White

_____ Decline

to state

EDUCATIONAL BACKGROUND (Colleges Attended):

College	Date Completed		
Major	Degree		
Undergraduate _____	_____	_____	_____
Master Degree _____	_____	_____	_____

CSUF STATUS:

Admitted/ currently enrolled at CSUF Yes No

Applied to CSUF semester/year _____

Program Through Extended Education Yes No

To complete your application, **attach a copy of your Preliminary Administrative Services Credential** and submit it with this application to room ED 151.

OFFICE USE ONLY

FACULTY REVIEW:

- ☐ Approved ☐ Denied
☐ Verification of Administrative Position

Conditional _____

Coordinator _____ **Date** _____

- ☐ Classified standing granted

Semester _____

- ☐ Credential Authorization Program completion

Date _____

- ☐ Credential Granted _____

Appendix 13
California State University, Fresno
Educational Leadership and Administration Program
Clear Administrative Services Credential

Candidate Assessment

based on the

Descriptions of Practice

of the

California Professional Standards

for

Educational Leaders (CPSELs)

from

Moving Leadership Standards Into Everyday Work

by

WestEd (2003)*

This assessment has been completed for the candidate
_____ by _____ on (date)
_____ .

Instructions: The candidate is to self-assess her/his performance utilizing this form. The candidate's lead (district) mentor must also complete an independent assessment of the candidate using this form. The candidate and district mentor may wish to make notes on the form, circle key phrases, and so on. However, the candidate and district mentor are asked to circle the degree of performance on each page (Practice that is directed toward the standard, Practice that approaches the standard, Practice that meets the standard, Practice that exemplifies the standard). When the candidate and district mentor each complete their independent assessments, they will meet and discuss the results of both assessments, and agree on areas for further growth.

Note that the great majority of candidates are new to their positions and will probably be assessed at lower levels. The goal of this instrument is to facilitate planning for further professional growth of the candidate.

Upon agreement of areas for further growth, the candidate and district mentor complete a tentative "Mentoring Plan" (Clear Credential Induction Plan). Then the candidate, district mentor, and university mentor meet to complete the induction plan and to sign off their agreement to participate in the further growth of the candidate.

Periodically, at least twice each semester, a follow-up assessment will take place utilizing this assessment tool and possibly other means. The results of the follow-up assessments may necessitate a change in the induction plan, which will be duly signed off by all three.

The final section of this assessment instrument is to identify performance behaviors specific to the position and/or candidate not mentioned elsewhere in the assessment that are considered to be areas of further growth.

1.1 Develop A Shared Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
While the administrator is aware of the potential of vision, activities toward the development and use of a site vision are in preliminary stages. The administrator may have begun the process of engaging faculty and community members in initial dialogue about the importance of site vision. She or he may have begun to introduce the concepts of high standards, equity, and the unique characteristics of the student population into site meetings. She or he initiates activities to bring all stakeholders into the discussion.	The administrator establishes and implements a structured process for engaging faculty and community members in dialogue to create a site vision. She or he facilitates participants in examining standards, considering data/information about students, and identifying desired outcomes. The administrator ensures that decisions about the vision are informed by principles of equity and reflect the needs/input of key constituencies. She or he identifies stakeholders who are not engaged in the process and actively seeks their involvement.	The school leader facilitates and guides a collaborative process of dialogue that generates a site vision for which there is broad consensus. The leader ensures that the vision reflects the needs and strengths of the student population, that it is congruent with state and district standards, and that it is grounded in principles of equity and high expectations. She or he has begun linking the vision to ongoing teaching and learning activities.	The school leader makes use of the site vision to maintain schoolwide focus on equitable student achievement to high academic and social standards and sustained progress toward meeting those standards. The leader uses the vision to forge and sustain cohesion among the staff as well as between the school and the larger community. She or he establishes and maintains a process for appropriate review and revision of the vision that involves all key school constituencies.

1.2 Plan and Implement Activities Around The Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator recognizes that achieving the vision requires her or him to provide leadership with respect to planning and implementation. She or he may have introduced the vision and the examination of data into some planning and decision-making. She or he and others responsible for decision-making may have begun identifying barriers to achieving the vision.</p>	<p>The administrator's communication about planning stresses the relationship between decisions and the accomplishment of the goals of the vision. She or he facilitates dialogue at the site that engages staff in examining data about the site and comparing it with the desired vision. She or he supports staff in developing capacity to think systematically about strategic courses of action that are likely to move the school toward the vision. She or he guides staff in identifying and addressing barriers to achieving the vision.</p>	<p>The school leader organizes and facilitates data analysis and long-range planning activities with staff that result in the development of a strategic plan for the site that identifies courses of action aimed at achieving the vision. She or he ensures that short-term planning and decision-making are linked to the strategic plan and standards. She or he provides staff and committees with relevant up-to-date information and facilitates the interpretation and use of these data to make sound choices among courses of action.</p>	<p>The school leader actively infuses the site vision and standards into the strategic plan and all decision-making processes in the school. She or he ensures that courses of action and decisions in specific areas (e.g., curriculum, assessment, professional development) serve to align school subsystems in support of achieving standards. The leader guides staff in using data thoughtfully to assess options and commit to courses of action that are likely to support achieving the milestones and benchmarks in the strategic plan. She or he ensures that relevant data are available and examined regularly to monitor progress and adjust plans accordingly.</p>

1.3 Allocate Resources To Support The Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates awareness of the importance of resource allocation for the achievement of the vision. She or he has begun to link decisions about seeking and allocating resources to the goals of the vision and to strategic planning for achieving the vision.	The administrator incorporates the goals of the vision into the development of the site budget. She or he allocates discretionary funds in support of achieving standards. She or he seeks and uses information related to instructional needs as part of the budgeting process.	The school leader communicates and models the expectation that decisions about resource allocation are directed at achieving the goals of the vision. She or he engages staff in identifying budgetary priorities linked to implementation of the strategic plan and achievement of standards. She or he capitalizes on opportunities to augment resources by engaging staff in developing proposals in response to funding opportunities.	The school leader ensures that all short- and long-term decisions about resource allocation are justified and aligned with strategic courses of action for achieving the vision. The leader acts as a resource developer and broker, leading the school to seek and obtain appropriate resources in support of standards. She or he ensures sound and equitable decisions about the distribution and use of resources to support student learning and closing of the achievement gap between subsets of students.

2.1 Develop School Culture And Ensure Equity

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator demonstrates awareness of the professional culture of the school and is able to assess how well it represents high standards of professionalism and the principle of education equity. She or he identifies important changes in culture that need to occur for the school to become a powerful learning environment for all students. The administrator may have begun to identify specific areas of belief/values for change and strategies for achieving change.</p>	<p>The administrator provides opportunities for faculty to examine their understandings of standards-based education, professionalism, equity, and excellence and to identify ways in which current beliefs, values, and practices fall short of desired ideals. She or he examines ways in which her or his own actions and communications influence shared values; she or he identifies and uses strategies to support needed changes in moving the school toward greater equity and professionalism.</p>	<p>The school leader engages in a range of ongoing activities that shape and reinforce a professional culture by conveying a consistent set of beliefs, values, and assumptions regarding the educability of all students in a standards-based system and the principle of equity. She or he explicitly and implicitly incorporates questions of values and beliefs into professional dialogue at the site. The leader challenges and encourages members of the school community to examine and refine individual and collective expressions of professionalism.</p>	<p>The school leader's actions support all members of the school community in maintaining a culture of excellence and responsibility. By her or his words and deeds, the site leader models commitment to high standards for all students and to closing the achievement gap among subgroups of students; moreover, these actions encourage and influence the faculty to embrace and demonstrate shared commitment to these beliefs and values. Individually and collectively, they model professionalism in their sense of responsibility for the results they achieve, their students, and each other.</p>

2.2 Guide The Instructional Program

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator recognizes the centrality of her or his role in guiding the instructional program. She or he uses data about student learning to identify areas of strength in the instructional program, as well as areas in which the program does not yet succeed in supporting all students to achieve to high standards. The administrator initiates professional dialogue with teachers around instructional goals and strategies.</p>	<p>The administrator engages faculty in dialogue around the instructional program, with a focus on standards and on site data. She or he guides staff in using data to identify areas needing improvement, to set goals in these areas, and to identify and implement strategies for achieving those goals. The administrator's communication with staff emphasizes the importance of supporting all students in achieving to high standards and supports staff in considering and responding to the range of needs represented in the students population.</p>	<p>The school leader works with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program at the site. The leader's actions ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. She or he ensures that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. She or he supports faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.</p>	<p>The school leader uses his or her deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of the school's instructional system. She or he ensures that all instructional subsystems (e.g., instructional materials, pedagogy, assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap. She or he ensures that faculty demonstrate an inquiring stance toward the results of the core instructional work of the school. The leader facilitates professional dialogue at the site so that individual teachers and the faculty as a whole are engaged in ongoing articulation, testing, and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice.</p>

2.3 Guide Professional Growth Of Staff

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
While the administrator realizes that the professional growth of staff is important for student learning and school improvement, strategies to support such growth are limited in their capacity to address the range of needs at the site. The administrator is beginning to deepen her or his understanding of what constitutes learning-rich environments for adults and how to create such environments. She or he may rely on “one-size-fits-all” staff development opportunities and defer to “outside experts” to facilitate teachers’ learning	The administrator works with staff to deepen understanding of standards-based teaching and learning, to assess individual and collective needs, and to plan professional development aligned with those needs. She or he facilitates the identification of short- and long-term learning goals for the staff and allocates resources in accordance. The administrator communicates to staff the importance of continuous growth and work to inculcate norms of relative practice, self-assessment, collaboration, and openness to new ideas. She or he ensures that all professional staff participate in appropriate professional learning activities.	The school leader establishes understanding among the professional staff that their continuous growth is a key element in improving student learning. The leader ensures that appropriate professional learning opportunities are available for the entire range of teacher experience and identified needs at the site. She or he develops and implements a variety of strategies to build leadership capacity in others, especially with respect to standards-based teaching and learning processes. She or he creates a culture that embodies norms of reflection and collaboration around matters of practice. The staff demonstrates continuous improvement in its capacity for self-directing learning.	The school leader facilitates development and oversight of a broad range of professional growth opportunities for the staff. She or he works with other instructional leaders at the site to ensure that professional growth activities occur within the context of a focused and coherent plan for improving standards-based student learning through the development of individual and collective capacity. Taking into account the heterogeneity of the staff, as well as changes in the instructional program that results from district/state/federal initiatives, the leader applies principles of effective professional and organizational development to ensure progress of individuals and groups on achieving standards. The leader sustains a professional environment that is a learning rich environment for adults, characterized by members of the learning community assuming responsibility and leadership for their own and other’s development.

2.4 Create And Utilize Accountability Systems

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator ensures compliance with state and district accountability procedures. She or he discusses data from these procedures with staff to identify areas for improvement. The administrator periodically reviews student learning and data with teachers individually and in groups.</p>	<p>The administrator works with staff to clarify learning expectations and to use student data to monitor and assess achievement of goals. She or he facilitates individual and collective dialogue with staff to inculcate high expectations and a sense of professional responsibility for student achievement. She or he ensures compliance with state and district accountability procedures.</p>	<p>The school leader works collaboratively with all members of the professional staff to identify and implement assessment strategies that support continuous improvement of all students to high standards of learning based on content and performance standards. The leader ensures that these strategies incorporate accurate and appropriate data about teaching and learning. She or he supports staff in using technology as part of the analysis process and in aligning professional growth goals with assessment data.</p>	<p>The school leader facilitates the development of schoolwide commitment to multiple measures of student learning, regular assessment of progress, and use of assessment data to guide teaching and learning. She or he ensures that the site's accountability strategies focus on the achievement of all students to high academic levels and on closing the achievement gap between subgroups of students. The leader actively promotes the goal of improving schoolwide, standards-based instructional capacity as an essential component of accountability.</p>

3.1 Ensure A Safe School Environment

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator understands and is committed to creating and maintaining the school as a safe environment. She or he values a positive school climate and identifies areas for improvement. The site administrator recognizes the importance of shifting responsibility for safety from her or his office to the school community as a whole, but may feel compelled to rely heavily on rules and consequences at this stage.</p>	<p>The administrator ensures that appropriate policies, plans, and monitoring activities are in place to maintain the school as a safe environment. She or he communicates regularly with members of the community so that they are aware of these expectations and understand their roles in maintaining school safety. She or he engages members of the community in identifying and implementing processes to build civility, mutual respect, and caring among individuals and groups.</p>	<p>The school leader implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students. She or he works with students and staff to internalize responsibility for school safety and climate. She or he guides members of the school community in articulating images of a positive environment that fosters student achievement, shared responsibility, respect, and self-regulation. She or he supports staff and students in exercising leadership to create such an environment.</p>	<p>The school leader institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through positive climate. She or he facilitates members of the school community in ongoing refinement of their commitment to developing and sustaining an environment that supports the physical, emotional, intellectual, and social well-being of all.</p>

3.2 Create An Infrastructure To Support An Effective Learning Environment

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates understanding that the school is an organizational system and appreciates the interconnectedness of subsystems (e.g., instruction assessment, budget, planning) in the organization. She or he ensures that all responsibilities at the site are assigned to individuals and/or groups. She or he carries out program and staff evaluation in compliance with district and state policy.	The administrator conceptualizes and establishes a set of site-based subsystems to enhance teaching and learning at the site. She or he ensures that these systems function as useful tools for planning, implementing, and monitoring school operations. The administrator works with individuals and groups to explain the use of such systems and to involve them in using system feedback (e.g., data, information, experiences) to refine the design and operation of the subsystems.	The school leader establishes and oversees a coherent and aligned set of operational subsystems at the site. She or he works with staff to deepen their understanding of these systems so that individuals and groups are able to exercise leadership in assuring that systems operate to support student learning results. She or he coordinates and facilitates operational planning, implementation, and assessment activities, assuring that relevant data and information are available and incorporated into these processes to improve standards-based teaching and learning at the site.	The school leader demonstrates a deep understanding of organizational and systems theory as evidenced by a set of organizational structures, practices, and policies that complement and enhance each other in support of student learning to high standards. The leader ensures that this infrastructure allows individuals and groups to exercise professional responsibilities effectively and efficiently. She or he incorporates and guides a variety of monitoring and assessment activities that support continuous development and improvement on the part of teachers and students.

3.3 Manage The School As A Learning-Support System

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator oversees and manages the daily and cyclical operations of the school to ensure a continuity of performance. She or he recognizes areas in which management requires strengthening in support of student learning and achievement of important goals. She or he may have begun to seek out opportunities to increase capacity in these areas. She or he ensures that resources are allocated in a timely manner.</p>	<p>The administrator identifies and implements management practices that enhance teaching and learning. She or he works with faculty and community members to create structures for coordinated planning and decision-making. She or he seeks out opportunities to extend management skills and to build shared responsibility for the operation of the school as a learning-support system. She or he ensures that resources are allocated soundly to support teaching and learning.</p>	<p>The school leader develops, implements, and monitors strategies that engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem solving at the site. She or he ensures that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning. The leader makes effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students.</p>	<p>The school leader demonstrates expertise in linking management strategies to goals of achieving standards in teaching and learning. She or he ensures that short- and long-term cycles of planning and review are coordinated with respect to engaging stakeholders, using relevant data and information technology, and focusing on standards-based goals. The leader ensures that decisions of individuals and groups with responsibility for resource allocation are soundly based on principles of equitable access and opportunity.</p>

3.4 Maintain Legal Integrity

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is aware of contractual and legal obligations that inform her or his work. She or he responds to situations in which individuals or groups question whether such obligations are being met. The administrator maintains confidentiality in discussing legal matters and ensures the privacy of information for staff, students, parents, and community members.</p>	<p>The administrator exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations affecting the school and in using that knowledge to establish and maintain compliance. She or he works with staff to develop their understanding and commitment to legal responsibilities. The administrator models and communicates expectations regarding issues of confidentiality and privacy of information.</p>	<p>The school leader is actively engaged as a mentor and teacher at the site with respect to legal matters and contractual obligations. Her or his leadership actions demonstrate broad understanding of the range of legal matters that impact the site (e.g., requirements of categorical funding, use of the internet, child safety and abuse, special education, release of children to an adult). She or he engages others in reflecting on issues of legal integrity and in sharing responsibility for administering contracts and agreements fairly. The leader models professional integrity and encourages others to do the same.</p>	<p>The school leader demonstrates through her or his communication and behavior a deep understanding of legal issues affecting students, teachers, and the school, and a principled commitment to act with integrity. She or he ensures that concepts and practices associated with professional and legal integrity are infused throughout the site. She or he facilitates and supports contract administration to ensure equity as well as fairness, consistent with the purpose of the school and the rights of all members of the school community.</p>

4.1 Collaborate To Incorporate The Perspective Of Families And Community Members

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator demonstrates understanding of the importance of incorporating the perspectives of families and community members into the life of the school. She or he identifies existing gaps in ways that the school is handling this and communicates with staff the need to address these gaps. She or he is able to assess her or his strengths and limitations in public engagement and to identify areas for improving professional capacity in this arena.</p>	<p>The administrator works with staff to prioritize and address needs concerning the incorporation of perspectives of families and community members. She or he guides staff in identifying specific site activities and groups (e.g., planning, implementation, oversight groups) that would benefit from such involvement; she or he develops, implements, and assesses strategic plans for including family and community perspectives.</p>	<p>The school leader establishes and implements a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations. The leader ensures that avenues for providing input are available to families and community members, including those whose primary language is not English. The leader facilitates meetings and forums, and guides others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.</p>	<p>The school leader demonstrates a highly refined and effective set of skills for eliciting and incorporating the perspectives of families and community members. She or he actively engages these stakeholders in the ongoing cycles of planning, implementation, assessment, and refinement that occur at the site. She or he ensures that engagement strategies are democratic, valuing input from all stakeholders, and that the larger community remains focused on goals that reflect principles of equity and of all students achieving high levels of academic standards.</p>

4.2 Establish And Manage Linkages Between The Site And The Larger Community Context

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is aware of the importance of establishing connections between the school and the community. She or he establishes at least one regular strategy for disseminating information to parents and community members. Partnerships between the school and other institutions may exist at a preliminary level of engagement.</p>	<p>The administrator works with staff and with district leaders to identify needed connections between the site and the larger context in which it operates. She or he develops, implements, and monitors strategies to create such linkages. The administrator works with district, site, and community leaders to identify opportunities for establishing partnerships that will contribute to achieving the goals of the school.</p>	<p>The school leader maintains and assesses an established set of strategies for communicating about the school and about student results with stakeholders in the community. She or he participates in networking and exploratory dialogue with potential partners, identifies promising opportunities, and works with staff to establish and implement partnership activities.</p>	<p>The school leader creates an innovative and effective set of strategies to communicate regularly about the school with all families and other community members. She or he demonstrates a deep understanding of how partnerships and networking relationships benefit the school. This is evidenced by strategic choices that are implemented, with adequate support, to enhance the professional learning of teachers and the academic and social development of students.</p>

4.3 Engage And Coordinate Support From Agencies Outside The School

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates awareness of the needs of families and students. She or he identifies areas in which students would benefit from community support services and provides appropriate information to families.	The administrator works with staff to assess the needs of families and students. Based on site needs, the administrator establishes connections between the school and community support agencies. She or he supports families and students in accessing needed services.	The school leader creates and maintains linkages between the school and a range of community service agencies. She or he ensures that families have knowledge about, and access to, a range of services that support their children's physical, emotional, academic, and social development. She or he supports staff in deepening their understanding of child and adolescent development and applying this understanding in their work with students and their families.	The school leader serves as an advocate for students and their families by actively engaging the participation and support of community service agencies in the school. She or he shapes a culture in which advocacy for students and their families is considered central to the work of the school, thereby assuring that adults in the school take an active role in connecting families with appropriate outside support.

5.1 Maintain Ethical Standards Of Professionalism

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her or his work. She or he is aware of the rights of all students, families, and staff and acts to protect these rights.	The administrator consistently applies and models principles of ethical and professional behavior in carrying out her or his role. She or he works with staff to articulate a shared understanding of the rights of all students and their families and to incorporate this understanding into individual and collective practices.	The school leader articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice, and service. She or he guides staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. She or he facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.	The school leader practices leadership from a base of personal and professional ethics that place the good of students, families, and staff ahead of personal interests. Her or his words and actions demonstrate the highest level of commitment to promoting the right of every student to a quality education and assuring that the school provides all students equal access to standards-based education. The leader influences the professional culture of the school to infuse the values of fairness, justice, service and integrity among all adults.

5.2 Guide Sound Courses Of Action Using Pertinent, State-Of-The-Art Methods

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. She or he communicates to teachers the importance of using student data and other relevant information to inform practice. She or he identifies areas in which decisions and/or practice may not reflect relevant and/or current information.	The administrator engages teachers in regularly examining student data and using the information as the basis for decisions about classroom practice. She or he demonstrates the use of student data and other information in site decisions. She or he encourages and supports teachers in staying abreast of current information about teaching and learning.	The school leader ensures that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis. She or he guides decision-making activities so that they reflect responsible and appropriate uses of data and other information. She or he works with staff to refine individual and collective capacity to use state-of-the-art information and technology about standards-based teaching and learning in its work.	The school leader is highly skilled in modeling and guiding the use of relevant information, including disaggregated student data throughout the cycles of planning, implementing, evaluating, and refining programs that occur in the school. She or he highly values the use of state-of-the-art technology and knowledge derived from research, theory, and best practices. The leader ensures that the school consistently accesses and incorporates such knowledge in its work.

5.3 Model Reflective Practice And Continuous Growth

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development opportunities, and professional reading.	The administrator demonstrates the ability and willingness to examine her or his practice, identify needed areas of development, and engage in appropriate learning opportunities in support of identified goals for growth.	The school leader models principles of reflective practice and continuous growth by acting as the principal learner in the school community. She or he engages in a variety of strategies to extend and develop his/her relevant professional knowledge and personal development. She or he demonstrates ways of integrating professional and personal growth into her or his daily practice.	The school leader models reflection and continuous growth by publicly disclosing and sharing her or his learning process and its relationship to organizational improvement. She or he uses personal and professional experiences as well as more formal learning opportunities as the basis for ongoing reflection and development. The leader actively integrates these opportunities and/or their results into the professional environment of the school to shape a culture that values reflection, inquiry, and continuous individual and organizational learning.

5.4 Sustain Professional Commitment And Effort

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates commitment to her or his school and its community. She or he is aware of areas in which the professional community in the school might increase commitment and effort to benefit student learning. She or he encourages others in their performance.	The administrator recognizes the need to nurture the commitment of individuals at the site in support of the common agenda. She or he identifies strategies to assist and support members of the school community in prioritizing commitments and focusing efforts toward student learning. She or he facilitates colleagues in seeking an effective balance between work and personal life.	The school leader demonstrates the effective use of multiple strategies to increase commitment and effort among all staff. She or he facilitates staff in regularly clarifying priorities in relationship to educational purpose. She or he employs a range of substantive and symbolic actions to inspire staff.	The school leader acts as a model of commitment and effort by demonstrating an active balance in her or his work and personal life that allows her or him to sustain focused purpose and a high level of professional performance. By her or his example and efforts, including substantive and symbolic strategies, she or he ensures the staff's collective capacity to inspire each other to high levels of effort.

6.1 Engage With The Policy Environment To Support School Success

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator realizes that district, state, and federal policy impacts her or his site and students. She or he ensures compliance with policy and participates in local discussion about district policy and site practices.	The administrator actively seeks policy information relevant to her or his site from a variety of sources. She or he anticipates the effects of policy proposals for students and families in her or his community, participates in forums to provide information to policymakers, and encourages the participation of other stakeholders.	The school leader considers influencing policy as an integral part of her or his work as an educator. She or he maintains up-to-date knowledge and understanding of policy development, particularly at the state and local levels, and uses this knowledge proactively to further important education goals for the site and district. She or he seeks out opportunities and actively engages in a variety of forums to influence policy in the interests of all children.	The school leader maintains an up-to-date familiarity with education policy and takes a proactive stance as an advocate for all students. She or he is a skilled analyst of policy at local, regional, and national levels, particularly with respect to the effects of these policies on the opportunities and success of students at her or his site. She or he demonstrates understanding of local and state policymaking and successfully applies this knowledge to influence and shape policy that will support the achievement of key education goals. She or he demonstrates leadership among professional colleagues and in the larger community by facilitating dialogue on policy that furthers the pursuit of student achievement, equity, and educational excellence.

6.2 Interact With Stakeholders

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator demonstrates understanding of the importance of communicating with stakeholders in the community. She or he makes information available as required within the parameters of district policies and expectations. She or he responds appropriately to specific requests for information.	The administrator establishes and implements regular means of communicating some information about the site with stakeholders. She or he identifies areas in which to strengthen communication with stakeholders and takes positive action in these directions.	The school leader effectively anticipates the needs of constituents to be informed about site issues and information. She or he provides stakeholders with timely, useful, understandable information related to site issues, policies, and practices, including data about school and student performance. She or he uses interactions with stakeholders as opportunities to listen and inform, thereby building positive and open relationships.	The school leader demonstrates commitment and skills in engaging and communicating with stakeholders. She or he builds and sustains support for the school by developing and nurturing ongoing trusting relationships with individuals and groups. She or he ensures that a range of accurate information about the school and its performance is clearly and effectively communicated through multiple media and channels.

6.3 Incorporate Input From The Public

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
The administrator is aware of the importance of public opinion and accepts input from the public when it is offered. She or he engages the public in the events of the school so as to maintain a positive image. She or he may identify areas in which public engagement requires strengthening.	The administrator establishes opportunities for public input into school issues. She or he recognizes the challenges of positive public engagement across a range of interests and strategizes with others to improve relationships between the school and the public.	The school leader encourages input from the public by facilitating access to key meetings and forums. She or he demonstrates the ability to acknowledge, manage, and respond professionally to public input in the interest of the school's children and achieving school goals.	The school leader views herself or himself as both an advocate for the school and a steward of a public institution. She or he ensures that the school remains open to public scrutiny by actively seeking out public involvement in a broad range of school events. She or he uses public input to shape strategic engagement and dialogue that strengthen public support for the mission and vision of the school.

Summary of Assessment Ratings

Candidate _____ Date _____ Rating by _____ Candidate _____ District Mentor _____

For each area of assessment, mark an X under the rating you received.

Area	Practice that ...			
	is directed toward the standard	approaches the standard	meets the standard	exemplifies the standard
1.1 Develop A Shared Vision				
1.2 Plan and Implement Activities Around The Vision				
1.3 Allocate Resources To Support The Vision				
2.1 Develop School Culture And Ensure Equity				
2.2 Guide The Instructional Program				
2.3 Guide Professional Growth Of Staff				
2.4 Create And Utilize Accountability Systems				
3.1 Ensure A Safe School Environment				
3.2 Create Infrastructure To Support An Effective Learning Environment				
3.3 Manage The School As A Learning-Support System				
3.4 Maintain Legal Integrity				
4.1 Collaborate To Incorporate The Perspective Of Families And Community Members				
4.2 Establish And Manage Linkages Between The Site And Larger Community Context				
4.3 Engage And Coordinate Support From Agencies Outside The School				
5.1 Maintain Ethical Standards Of Professionalism				
5.2 Guide Sound Courses Of Action Using Pertinent, State-Of-The-Art Methods				
5.3 Model Reflective Practice And Continuous Growth				
5.4 Sustain Professional Commitment And Effort				
6.1 Engage With The Policy Environment To Support School Success				
6.2 Interact With Stakeholders				
6.3 Incorporate Input From The Public				
Other areas:				

Appendix 14
California State University, Fresno
Educational Leadership and Administration Program
Clear Administrative Services Credential

Induction Plan

Candidate _____ **Current Position** _____ **Date** _____

District mentor _____ **Position** _____ **Contact information**

University Mentor _____ **Contact information** _____

As a result of the initial assessment of the candidate's skills, dispositions, and knowledge, this plan has been developed to further the professional growth of the candidate to meet the performance needs of her/his position of leadership.

Assessment Finding (Targeted Development Area) CPSEL focus	Specific Activities for Growth (Process, Resources, Persons) CPSEL focus	Timeline for activity and dates of mentoring
<p>Examples of findings:</p> <p>Interpersonal Skills</p> <p>Leadership Skills</p> <p>Relationship Building Skills</p> <p>Legal Issues</p> <p>Financial and Budgeting Knowledge</p>	<p>Coursework to be included in the Induction Plan:</p> <p>Offered during Fall semester:</p> <p>EAD 279 Advanced Administrative Fieldwork and Mentoring (1 unit)</p> <p>EAD 278T Transforming Schools (1 unit)</p> <p>EAD 264 Legal Aspects of Education (2 units)</p> <p>Offered during Spring semester:</p> <p>EAD 266 School Finance & Business Administration (2 units)</p> <p>EAD 275 Personnel Relations (2 units)</p> <p>EAD 278T Interpersonal Relations (1 unit)</p> <p>EAD 279 Advanced Administrative Fieldwork and Mentoring (1 unit)</p>	

Assessment Finding (Targeted Development Area) CPSEL focus	Specific Activities for Growth (Process, Resources, Persons) CPSEL focus	Timeline for activity and dates of mentoring

Assessment Finding (Targeted Development Area) CPSEL focus	Specific Activities for Growth (Process, Resources, Persons) CPSEL focus	Timeline for activity and dates of mentoring

We agree to this induction plan, developed on _____, 20____. We acknowledge that this plan will be modified as needed through subsequent assessment until the time the candidate completes all requirements for the Clear Administrative Services Credential.

Candidate

District mentor

University Mentor

California State University, Fresno
Educational Leadership and Administration Program
Clear Administrative Services Credential

Amendment to the Induction Plan

Candidate _____ **Current Position** _____ **Date** _____

As a result of periodic assessment of the candidate's skills, dispositions, and knowledge, the initial Induction Plan has been amended to further the professional growth of the candidate in order to meet the performance needs of her/his position of leadership. The amendments below modify the original plan by adding additional activities, modifying existing activities, or deleting existing activities to better meet the needs of the candidate.

Change to the initial Induction Plan	Explain if this change will add, modify, or delete existing activities in the initial Induction plan	Timeline for activity and dates of mentoring

We agree to the amendment(s) to the original induction plan, developed on this day _____, 20____. We acknowledge that this plan may be further amended as needed through subsequent assessment until the time the candidate completes all requirements for the Clear Administrative Services Credential.

Candidate

District mentor

University Mentor

Appendix 15
California State University, Fresno
Educational Leadership and Administration Program
Clear Administrative Services Credential

Mentoring Log

Candidate _____ **Current Position** _____

This log serves as a record of the mentoring activities of the candidate. The candidate should keep an updated log at all times and review it with the district mentor and university supervisor. Please make copies for additional pages as necessary.

Date and time of mentoring activity	Mentoring activity(ies)	Outcome and Next Steps
	Include the topics discussed, relation to the CPSELs, and whether the mentoring takes place via face-to-face, phone, email, etc.	

Appendix 16
California State University, Fresno
Educational Leadership and Administration Program
Clear Administrative Services Credential

District mentor Agreement

This document represents an agreement between the candidate for the Clear Administrative Services Credential _____, the District mentor to the candidate _____ and the university mentor representing the Educational Leadership and Administration Program of California State University, Fresno.

Inasmuch as the candidate requires additional support to increase the level of performance in her/his present position, the district has approved the district mentor to provide coaching, mentoring assistance, and other support in collaboration with the university mentor on a regular basis until the candidate completes all requirements of and is granted the Clear Administrative Services Credential. Such assistance and support includes the following:

- Conducting a pre-assessment of the candidate's performance utilizing the approved assessment instrument as well as any special position performance needs
- Meeting with the candidate regarding his/her pre-assessment and the district mentor's assessment in order to determine areas for further growth
- Developing with the candidate a tentative induction plan utilizing the areas determined for further growth
- Meeting with the assigned university mentor and the candidate to review and finalize the induction plan and to provide written approval of the plan.
- Providing regular mentoring and coaching, with formal contact (either in person, telephone, or email) at least once each week. **The district mentor provides primary support, coaching, and assistance to the candidate**
- Providing immediate assistance to the candidate in the event of crisis or sensitive situations
- Collaborating with the candidate and the university mentor to conduct periodic assessment at least once a semester and, if necessary, to amend the initial Coaching Plan
- Collaborating in the final assessment of the candidate along with the university mentor
- Taking part in evaluations of the program, generally by completing a survey instrument
- Participating in training sessions for district mentors
- Contacting the university mentor at any time that questions or concerns arise
- Informing her/his immediate supervisor of the induction plan and progress of the candidate

The district mentor understands that she/he has been approved for this position by the district superintendent and the Educational Leadership and Administration Program and agrees to perform the duties and activities delineated above to the best of her/his ability. The candidate and the university mentor also agree to collaborate to the greatest extent possible to ensure the success of the candidate in her/his leadership role.

Signed on this day: _____ 20____.

Candidate

District Mentor

University Mentor

Appendix 17
California State University, Fresno
Clear Administrative Services Credential
Program Completion Form

Last Name _____ First _____ M.I. _____ Social Security Number (or ID No.) _____

Address _____ City/State/Zip _____

Home Phone _____ Work Phone _____

CPSEL Requirements Met	Yes	No
1. Shared Vision of Learning	___	___
2. Culture of Teaching and Learning	___	___
3. Management of the School in the Service of Teaching and Learning	___	___
4. Working with Diverse Families and Communities	___	___
5. Personal Ethics and Leadership Capacity	___	___
6. Political, Social, Economic, Legal and Cultural Understanding	___	___

District Mentor Signoff _____ Date _____

Previous Course Work or Experiences Considered For Credit

Semester	Units	Course Title/Experience
_____	_____	_____
_____	_____	_____

Coordinator Signoff _____ Date _____

Required (Core) Coursework Completed (Non-doctoral Students)
--

Semester	Units	Grade	Course Title/Experience
	1		EAD 279 Advanced Administrative Fieldwork A (Induction)
	1		EAD 278T Transforming Schools
	2		EAD 264 Seminar in the Legal Aspects of Education
	2		EAD 266 Seminar in School Finance and Business Admin.
	2		EAD 275 Seminar in Advanced Techniques of Personnel
	1		EAD 278T Interpersonal Relations
	1		EAD 279 Advanced Administrative Fieldwork B (Assessment)

Coordinator Signoff _____ Date _____

Required (Core) Coursework Completed (Doctoral Students)
--

Semester	Units	Grade	Course Title/Experience
	3		EDL 201 Organizational Theory (Assessment Administered)
	3		EDL 202 Educational Reform
	3		EDL 280T School Law
	3		EDL 280T Resource and Fiscal Planning
	3		EDL 280T Human Resource Administration
	3		EDL 280T Conflict Resolution/Interpersonal Leadership
	0		Pass Qualifying Exam (Assessment Administered)

Doctoral Program Signoff _____ Date _____
(Form Continues of the Back of this Page)

Professional Development (Non-University) Activities Approved

Semester/ Date	Units/ Hours	Grade	Course Title / Experience Description
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Coordinator Signoff _____ Date _____

Culminating Assessment Completed (<i>Practice that Meets the Standard</i>)
--

Coordinator Signoff _____ Date _____

Two years experience with a Preliminary Administrative Services Credential
--

Credential Recommendation:

Approval _____ Date _____

Program Coordinator

Final Page